Clark County School District

Lomie G. Heard Elementary School

School Performance Plan: A Roadmap to Success

Lomie G. Heard Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Rebecca Mestaz
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School Designations: Title I   CSI   TSI   TSI/ATSI

Our SPP was last updated on 7/27/23

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/lomie_g._heard_elementary_school,_a_marzano_academy/2023/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Rebecca Mestaz	**Principal(s)** *(required)*
Dawn Kidder	**Other School Leader(s)/Administrator(s)** *(required)*
Darren Jacobs	**Other School Leader(s)/Administrator(s)** *(required)*
Trulie Cottman	**Teacher(s)** *(required)*
Andrea Meza	**Paraprofessional(s)** *(required)*
Hilda Aguirre	**Parent(s)** *(required)*
n/a	**Student(s)** *(required for secondary schools)*
n/a	**Tribes/Tribal Orgs** *(if present in community)*
n/a	**Specialized Instructional Support Personnel** *(if appropriate)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Update after each outreach event.	Enter Date	• Add lessons learned after each outreach event.
School Team Meeting	5/9/23	• Reviewed MAP Spring 2023 data with staff. • Discussed progress towards SPP: Roadmap goals and continuous improvement strategy efforts Staff noted academic gaps in reading & math performance. • Staff noted an increase in attendance issues. • Discussed progress towards SPP: Roadmap goals and continuous improvement strategy efforts.
Parent Meeting	5/17/23	• Reviewed MAP Spring 2023 data. • Solicited feedback from families regarding school improvement initiatives. • Parents requested additional outside of school learning resources, homework, digital learning opportunities, additional reading materials to use at home.
School Organizational Team (SOT) Meeting	6/13/23	• Reviewed MAP Spring 2023 data. • Discussed progress towards SPP: Roadmap goals and continuous improvement strategy efforts SOT Team noted lack of progress in reading in 3rd – 5th. • SOT Team noted the decline in mathematical performance as the grade level increased, i.e., higher in K/1 lower overall in 4th/5th.

School Organizational Team (SOT) Meeting	1/16/24	1. Welcome, Purpose, and Goals 2. Framing Our Status Checks 3. Now, Next, Need 4. Identify Next Steps and Close
Title I Parent Meeting	1/30/24	1. Welcome, Purpose, and Goals 2. Framing Our Status Checks 3. Now, Next, Need 4. Identify Next Steps and Close

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

	Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data to be Reviewed	NWEA MAP SBAC WIDA Formative Assessment Data Summative Assessment Data MAP Reading Fluency Data Core Phonics Survey Edusoft Data 95 Phonics Assessments Pre/Post Math Performance Tasks	Panorama Survey Results School Climate Survey Data Student Culture Needs Assessment & Monitoring Tool CODY Data	Classroom Walkthrough Audits (Administration) Instructional Rounds (Colleagues) Lesson Plans CCSD Look-for Tools Data Formal & Informal Observations PLC Notes & Implementation

Areas of Strength:
MAP Reading Spring 2023:

- Kinder & 2nd Grade Median Percentile in Growth and Achievement increased Fall to Spring: K 43% - 46%; 2nd 39%-43%.
- Schoolwide Median Reading Percentile Spring 2023 was 45%
- Spring: K – 2nd Grades Met Student Growth Goal (Student Growth Summary Report)

Areas for Growth:
Reading

- Decrease the percentage of students scoring in the 0 - 40 percentile from Spring 2023 to Spring 2024:

	o Kindergarten from 43% to 30% o First Grade from 48% to 30% o Second Grade from 47% to 30% o Third Grade from 41% to 30% o Fourth Grade from 42% to 30% o Fifth Grade from 50% to 30%
Problem Statement	Percentages of students in Kindergarten through fifth grade who score below the 40%tile have not shown growth over time, but have remained at 40 percent or more in each grade level below the 40%tile. No improvement in reading performance in the 0-40 percentile has taken place over the six years at our school.
Critical Root Causes	The Tier I instructional model has not been implemented schoolwide. Professional Learning Communities have not been done as per the MTSS model. A school wide research-based, systemic and systematic reading instructional program has not been implemented. Reading instruction has not been conducted based upon the Science of Reading. Many teachers are at the developing level of reading instruction with all groups of reading students: beginning & foundational, on-pace and advanced readers.

Part B

Student Success	

School Goal:
Reading
 	
●   Decrease the percentage of students scoring in the 0 - 40 percentile from Spring 2023 to Spring 2024, as evidenced by the Spring MAP Reading Scores.
    o   Kindergarten from 43% to 30%
    o   First Grade from 48% to 30%
    o   Second Grade from 47% to 30%
	Aligned to Nevada's STIP Goal: 3

o Third Grade from 41% to 30% o Fourth Grade from 42% to 30% o Fifth Grade from 50% to 30%	

Improvement Strategy:

1. Implement the Teaching and Learning Cycle, Pacing Guides and Teacher Clarify Guides, and the CCSD adopted Tier I instructional materials to develop a high quality Tier I instructional program for K - 5th grade students.

2. Implement weekly Professional Learning Communities with ELA and Math, using the CCSD PLC structure: Plan, Teach, Assess, Analyze, Respond.

3. Implement HMH, a research-based reading and language arts program for all students, K – 5th.
4. Implement a reading foundational skills program for all students, Kindergarten - 5th grade.
   a. Use 95 Phonics Core program for all K-5th for Tier I instruction.
   b. Use 95 Phonics Chip Kit for Tier II small group instruction.
   c. Use 95 Phonics Chip Kit and Phonics Lesson Library for Tier III small group instruction.
5. Use the Look For tools to identify strengths and areas of growth in Tier I instruction, HMH reading and 95 Phonics. Use the data to develop professional development pathways, provide coaching and work with individual teachers on specific areas of growth.

Evidence Level 1-Strong:
Decrease the % of students scoring below the 40%ile in Spring MAP 2024 to 30% in each grade level as follows:
- Percentage of Kindergarten students scoring below the 40%tile will decrease from 43% to 30%tile in Spring MAP 2024
- Percentage of First Grade students scoring below the 40%tile will decrease from 48% to 30%tile in Spring MAP 2024
- Percentage of Second Grade students scoring below the 40%tile will decrease from 47% to 30%tile in Spring MAP 2024
- Percentage of Third Grade students scoring below the 40%tile will decrease from 41% to 30%tile in Spring MAP 2024
- Percentage of Fourth Grade students scoring below the 40%tile will decrease from 42% to 30%tile in Spring MAP 2024
- Percentage of Fifth Grade students scoring below the 40%tile will decrease from 50% to 30%tile in Spring MAP 2024

Intended Outcomes:

- Percentage of K - 5th grade students in the 0-40%ile will decrease to 30% or below (Spring 2024 MAP Reading)

- Implementation of Tier I instructional expectations, K - 5th grade.

- Implementation of Tier I instructional programs in ELA, Math & Science.

- Weekly Professional Learning Communities will implement the Plan, Teach, Assess, Analyze & Respond cycle, K-5th grade.

Action Steps:
Teachers and Literacy Strategists will:

- Implement the Teaching and Learning Cycle, Pacing Guides and Teacher Clarify Guides, and the CCSD adopted Tier I instructional materials to develop a high quality Tier I instructional program for K - 5th grade students.

- Implement weekly Professional Learning Communities with ELA and Math, using the CCSD PLC structure: Plan, Teach, Assess, Analyze, Respond.

- Implement HMH, a research-based reading and language arts program for all students, K – 5th.
- Implement a reading foundational skills program for all students, Kindergarten - 5th grade.
    - Use 95 Phonics Core program for all K-5th for Tier I instruction.
    - Use 95 Phonics Chip Kit for Tier II small group instruction.
    - Use 95 Phonics Chip Kit and Phonics Lesson Library for Tier III small group instruction.
- Use the Look For tools to identify strengths and areas of growth in Tier I instruction, HMH reading and 95 Phonics. Use the data to develop professional development pathways, provide coaching and work with individual teachers on specific areas of growth.
- Administration and instructional coaches will monitor the implementation of the reading program, oversee PLC work, and provide accountability for the data collection and analysis.
- *Status #2 Check: Add*
    - *Use Look For tools to continue to monitor Tier I instruction, with a specific focus on using Learning Intentions and Success Criteria to: 1) Increase Teacher Clarify w/ learning 2) Develop Student ownership of what they are learning.*
    - *Provide weekly data to grade levels with Learning Intentions and Success Criteria and Look For Tools.*
    - *Use weekly data to determine on-going PD with Math & ELA (HMH & 95 Phonics)*
    - *Provide PD for HMH implementation 3rd – 5th with Region 3 Coach/s and on-going support for K-2 through RBG3 coach.*

     o   *Use 95 Walkthrough tools to identify needs and provide weekly PD for Tier II Reading Team.*

Resources Needed:
- Research-based reading instructional program, materials, and resources: HMH Reach for Reading & 95 Phonics.
- Universal screening tools for identifying below grade level readers. Core Phonics, MAP Reading Fluency.
- On-going professional development with implementation of HMH Into Reading, 95 Phonics and the Science of Reading (LETRS).
- On-going professional development for effective small group reading instruction.
- On-going professional development for effective data analysis.
- Weekly time to engage in PLC work: unpack standards, & develop standards-based assessments, analyze & use data to make instructional changes, & to create and share best practices.

Challenges to Tackle:
- Some teachers may have concerns about implementing a new ELA program; coaches will provide in-the-class coaching (modeling lessons, co-teaching) and administration will be in classes each week to provide feedback and support. Identified needs will be addressed through professional development
- Some teachers may have concerns about the implementation of weekly PLCs; administration will lead PLCs with the help of coaches, modeling and leading the process. Administration and coaches will follow up with in-class support to support the implementation of PLC work.

Improvement Strategy:
Implement a comprehensive Tier II monitoring system for all students who are below grade level in reading K – 5. Monitoring system will include frequent data checkpoints and data analysis of growth and gaps and will document changes made in response to data.

Evidence Level *1-Strong:*

- Decrease the percentage of students scoring in the 0 - 40%ile from Spring 2023 to Spring 2024, as evidenced by the Spring MAP Reading Scores:
  - Kindergarten from 43% to 30%
  - First Grade from 48% to 30%
  - Second Grade from 47% to 30%

- o Third Grade from 41% to 30%
- o Fourth Grade from 42% to 30%
- o Fifth Grade from 50% to 30%

Intended Outcomes:
Students will demonstrate consistent growth in reading skills: phonics, fluency, sight words, and comprehension.

Action Steps:
- Assess all students' reading levels using a universal screening tool
- Individual assessment of phonics, fluency, sight words, and comprehension for all below-grade level readers, and for all at or above readers who are not demonstrating adequate growth.
- Use data to create personalized small group reading instructions.
- Reassess all below grade level readers and on/above readers who are not showing adequate growth bi-weekly (phonics, fluency, sight words, comprehension)
- Analyze individual student assessment data after each assessment and use data to make immediate instructional changes.

Resources Needed:
- Universal screening tool for reading level: MAP, MAP Reading Fluency, Core Phonics as needed, other tools
- On-going assessment tools for phonics, fluency, sight words, comprehension.
- On-going professional development to develop an understanding of how to analyze reading data.
- On-going professional development of how to implement instructional change, based on student data.
- Weekly time to engage in PLC work: analyze & use data to make instructional changes

Challenges to Tackle:
- Some teachers may not understand how to analyze data and use it for instructional change. Administration, coaches and team leaders will provide on-going modeling, support and mini-lessons to develop a strong knowledge base for data analysis and how to use the information for instructional planning.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:
- Three learning strategists will implement a Reading Lab Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
- All teachers will consistently implement ULD strategies for English Language Learners.

- School teams will conduct Instructional Rounds to identify evidence of ULD strategies.

Foster/Homeless:
- The school counselor and the school's Multidisciplinary Team will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch:
- Licensed and support staff will provide opportunities for after-hour tutoring.

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development with Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)
- CODY Core Values daily lessons with a focus to build an inclusive student community
- On-going data analysis for all racial/ethnic groups: academic growth, gaps, behavior, absences.
- Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals.
- Counselor provides on-going school wide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

Students with IEPs:
- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Students with 504s:
- On-going collaboration between 504 coordinator and reading teachers: planning, instruction, assessment, data analysis and instructional changes.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data to be Reviewed	- Weekly PLC Focus work with ELA & Math - Teaching and Learning Cycle: Plan, Teach, Assess, Analyze, Respond - Use of CCSD Look-for Tools to identify areas of growth - Classroom Walkthrough Observational Data (Administration) - Instructional Rounds (Colleagues) - Student Culture Needs Assessment & Monitoring Tool - Evidence of Learning: MAP, Edusoft, WIDA, SBAC, Formative & Summative data	- District Climate Survey - School Climate Survey - Staff, Student & Family Feedback: Feedback Friday - Evidence of Tier I & II Instructional Implementation in all classrooms.	- Schoolwide MTSS Implementation: Tier I & II instructional expectations. - On-going formative and summative assessments, calibrated grading, data analysis and instructional change cycle for Reading, Writing and Math - Schoolwide professional development multiple times a week (7:45 – 8:15) - Sub release days for professional development time. - District Staff Development Days - ELMS Trainings

Areas of Strength:

- Standards based instruction is evident in some classrooms.
- Schoolwide implementation of Step Up to Writing resulted in a strong increase in the amount of writing K-5th.
- Schoolwide student post assessment writing scores increased in all genres throughout the year.
- Schoolwide implementation of on-going Pre/Post Math Performance Tasks resulted in post assessment growth.

	Areas for Growth: ● Implement the MTSS Tier I instruction model ● Build understanding of content standards, standards-based assessments, and how to analyze & use data to make instructional changes. ● Build teacher and strategist understanding to be able to effectively 1) create instructional groups based upon data; 2) effectively conduct small group instruction based upon the learners' specific data.
Problem Statement	There is a lack of consistency in standards based, appropriately rigorous instruction, K – 5th grade. There is a lack of schoolwide consistency in aligned standards-based assessment, analysis of assessment data, and implementation of instructional change based upon students' data. There is a lack of consistency in implementation of the Tier I instructional model.
Critical Root Causes	Inconsistent alignment of standards-based instruction at the appropriate level of rigor. Inconsistent analysis of student learning data. Inconsistent use of data to make instructional changes. Lack of time and professional development for developing aligned standards-based instruction and proficient data analysis skills.

Part B

Adult Learning Culture	
School Goals: ● The percent of classroom observations that meet the **Teaching and Learning Expectations** will be 50% at the end of semester 1 and 75% at the end of semester 2, 2023/24 as measured by the Tier I Monitoring Tool (Focal Point). ● The percent of classroom observations that show evidence of **differentiated instruction** in reading to assist students in understanding skills and concepts will be 50% at the end of semester 1 and 75% at the end of semester 2, 2023/24 as measured by the Look For Tool for HMH. ● Implement Weekly Professional Learning Communities by	**STIP Connection:** *Goal 3*

creating a structured time to do the work: Designate three, 30 minute morning meetings per week to start the PLC process: Data Analysis, Unpacking Standards & Developing Assessments. Continue the PLC work during 1 prep time per week for ELA and for Math. The principal and coaches will lead the PLC work.

- Implementing the structures and strategies listed above will increase the number of Professional Learning Community (PLC) meetings that follow the **Teaching and Learning Cycle** to 30 in 2023/24 as measured by PLC meeting template,

Improvement Strategy:

1. Implement a researched based reading instructional program for all students, K – 5th (HMH)
2. Implement a foundational reading skills program for all students K - 5th grade (95 Phonics)
3. Through small group instruction, provide standards-based reading and writing instruction at the level identified by student data: MAP, Standards-based Formative & Summative assessments, Edusoft data, and writing pre/post assessment data.
4. Use weekly PLC time to build knowledge of standards, build common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies.

Evidence Level *1-Strong:*
Evidence Level *1-Strong:*

- Decrease the percentage of students scoring in the 0 - 40%ile from Spring 2023 to Spring 2024, as evidenced by the Spring MAP Reading Scores:
  - Kindergarten from 43% to 30%
  - First Grade from 48% to 30%
  - Second Grade from 47% to 30%
  - Third Grade from 41% to 30%
  - Fourth Grade from 42% to 30%
  - Fifth Grade from 50% to 30%

Status Check #2 Add:
- *Use the PLC meeting to share the Weekly data with the Content/Grade Level teams.*
- *Use the Data to prepare individualized PD for each Content/Grade*
- *Use the PLC time to provide focus work on the effective implementation of Learning Intentions and Success Criteria.*

Intended Outcomes: Kindergarten through 5th grade teachers will implement the Tier I instructional model, engage in standards-based instruction at the appropriate rigor, use standards-based assessments, analyze, and use data to make instructional changes.

Action Steps:
Teachers and Literacy Strategists will:

- Implement a researched based reading instructional program for all students, K – 5th.
- Implement the Science of Reading instruction (LETRS) for K – 3rd.
- Provide small group standards-based reading and writing instruction at the level identified by student data: MAP, Standards-based Formative & Summative assessments, Edusoft, and writing pre/post assessment data.
- Use weekly PLC time to build knowledge of standards, build common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies.
- Identify all K – 5th students who are below grade level in reading, and on/above grade level students who are not making adequate growth.
- Identify each below-grade level reading student's area of strength and gaps and use individual student data to provide personalized small group reading instructional.
- Administration and instructional coaches will monitor the implementation of the reading program, oversee PLC work, and provide accountability for the data collection and analysis.

Resources Needed:
- Research-based reading instructional program, materials, and resources: HMH Reach for Reading & 95 Phonics.
- Universal screening tools for identifying below grade level readers. Core Phonics, MAP Reading Fluency.
- On-going professional development with implementation of HMH Into Reading, 95 Phonics and the Science of Reading (LETRS).
- On-going professional development for effective small group reading instruction.
- On-going professional development for effective data analysis.
- Weekly time to engage in PLC work: unpack standards, & develop standards-based assessments, analyze & use data to make instructional changes, & to create and share best practices
- Develop & use a schoolwide data analysis process.

Challenges to Tackle:
- Some teachers may have concerns about implementing a new ELA program; coaches will provide in-the-class coaching (modeling lessons, co-teaching) and administration will be in classes each week to provide feedback and support.

Identified needs will be addressed through professional development
- Some teachers may have concerns about the implementation of weekly PLCs; administration will lead PLCs with the help of coaches, modeling and leading the process. Administration and coaches will follow up with in-class support to support the implementation of PLC work.

Improvement Strategy: Improvement Strategy:

1. Consistently implement a researched based math instructional program for all students, K – 5th.
2. Through small group instruction, provide standards-based mathematics instruction at the level identified by student data: MAP, Standards-based Formative & Summative assessments, Edusoft data, and math performance task pre/post assessment data.
3. Use weekly PLC time to build knowledge of standards, build common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies.

Evidence Level 1- Strong:

- Decrease the percentage of students scoring in the 0 - 40%ile from Spring 2023 to Spring 2024, as evidenced by the Spring MAP Math Scores:
    - Kindergarten from 32% to 20%
    - First Grade from 32% to 20%
    - Second Grade from 38% to 20%
    - Third Grade from 40% to 30%
    - Fourth Grade from 56% to 30%
    - Fifth Grade from 63% to 30%

Intended Outcomes: Kindergarten through 5th grade teachers will implement the Tier I instructional model, engage in standards-based instruction at the appropriate rigor, use the PLC model to create standards-based assessments, analyze, and use data to make instructional changes.

Action Steps:
Teachers and Literacy Strategists will:

- Implement Tier I instructional expectations in all classrooms, K - 5th

- Implement a research based math program for all students, K – 5th.
- Provide small group standards-based math instruction at the level identified by student data: MAP, Standards-based Formative & Summative assessments, Edusoft, and math performance task pre/post assessment data.
- Use weekly PLC time to build knowledge of standards, build common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies.
- Identify all K – 5th students who are below grade level in math, and on/above grade level students who are not making adequate growth.
- Identify each below-grade level math student's area of strength and gaps and use individual student data to provide personalized small group math instruction.
- Administration and instructional coaches will monitor the implementation of the math program, conduct PLC work, and provide accountability for the data collection and analysis

Resources Needed:
- Research-based mathematics instructional program, materials, and resources: Envision
- Universal screening tool/s for identifying below grade level mathematicians
- On-going professional development with implementation of Tier I instruction in math.
- On-going professional development for effective small group math instruction.
- On-going professional development for effective data analysis.
- Weekly time to engage in PLC work: unpack standards, & develop standards-based assessments, analyze & use data to make instructional changes, & to create and share best practices
- Develop & use a schoolwide data analysis process.

Challenges to Tackle:
- Some teachers may have concerns about shifting instructional paradigms to Tier I Instructional expectations; administration and coaches will provide on-going support through in-class coaching, co-teaching and support through the teaching and learning cycle work.
- Some teachers may have concerns about the implementation of weekly PLCs; administration will lead PLCs with the help of coaches, modeling and leading the process. Administration and coaches will follow up with in-class support to support the implementation of PLC work..

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:
- Three learning strategists will implement a Reading Lab Center to connect language acquisition with literacy through daily

instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
- All teachers will consistently implement ULD strategies for English Language Learners.
- School teams will conduct Instructional Rounds to identify evidence of ULD strategies.

Foster/Homeless:
- The school counselor and the school's Multidisciplinary Team will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch:
- Licensed and support staff will provide opportunities for after-hour tutoring.

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development with Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)
- CODY Core Values daily lessons with a focus to build an inclusive student community
- On-going data analysis for all racial/ethnic groups: academic growth, gaps, behavior, absences.
- Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals.
- Counselor provides on-going school wide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

Students with IEPs:
- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Students with 504s:
- On-going collaboration between 504 coordinator and reading teachers: planning, instruction, assessment, data analysis and instructional changes.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data to be Reviewed	Panorama Survey Results School Climate Survey Data CODY Core Values Data Student Concern Data Feedback Friday Data Attendance Data	District Climate Survey Attendance Active engagement in professional development & PLCs School Committees Event Participation Retention/Turnover	District Climate and Culture Survey Attendance at events Volunteer participation School Organization Team (SOT) Parent Concern Form Data Parent Link Message ClassDojo Communication Social Media Analytics

Areas of Strength:

- There are a variety of two-way communication opportunities provided to families and staff members.
- School information is consistently provided in English and Spanish.
- Strong family participation in events.
- 2022/23 staff turnover was the lowest in the history of the school.

Areas for Growth:

- Student attendance is a critical need: 2022/23 Chronic Absenteeism is 22%
- Commitment to build &/or enhance school-to-family relationships.
- Commitment to the mission and vision of the school and academic goals for students.
- Align and organize school-to-parent communication; identify effective communication formats; consistently use a variety of communication methods.

Problem Statement	Student attendance is a critical need: not only has chronic absenteeism increased, but the daily attendance rate has likewise decreased over the course of the last three years.
Critical Root Causes	Changing attitudes regarding daily school attendance; increased number of families taking students out of school for trips, and not sending students to school for non-medical reasons.

	Increased number of students with behavioral and social emotional needs.
	Academic skill gaps across all contents, creating more challenges with instruction, materials, and resources.

Part B

Connectedness

School Goal: ● Reduce the percent of all students **chronically absent** from 22% in 2022/23 to 10% by 2023/24 as measured by Infinite Campus.	**STIP Connection:** *Goal 6*

Improvement Strategy: Implement a Schoolwide Absence Reduction Plan

Evidence: 4
Chronic Absenteeism Rate 2022/23: 149 out of 677 Students (22.0%)

Intended Outcomes:
Students will attend school each day and not be absent unless medically necessary.

Action Steps:
- Status Check #2 Add: *Assistant Principal will implement and monitor a systematic and systemic Attendance Plan from August 2023 – May 2024: Every Day Counts!*
- Increase Parent Attendance Communication ~ Positive and Corrective ~ regarding the number of absences, importance of being in school, Magnet school contract.
- Utilize Magnet Attendance Probation Contracts: start probation contracts September 2023..
- Retrain & reinforce staff members in limiting the number of students sent to the health office with minor concerns.
- Incentives and Celebrations for Positive Attendance and Attendance Probation Turnarounds. (Individual Students, Family, Class, Grade Level, Whole School)
- Parent Engagement Classes (Virtual & In-Person) to provide resources and assistance for families to keep students in school.
- Utilize Truancy & Wellness Checks for students with long term absences.
- Monitor Attendance Data Weekly; Respond Quickly; Make Changes Based on Data
- MLT team provides wraparound services to meet family needs and facilitate positive student attendance.
- Status Check #2:

- *Increase:*
- *Attendance Incentives: HR class, grade level, individuals*
- *Positive Parent Phone calls, notes and DoJo for Good attendance and improvements in attendance.*
- *Magnet Probation Contracts for excessive attendance issues*
- *Social Media posts emphasizing the importance of attendance*
- *Review all Magnet Probation Contracts to identify which have made positive improvements, or absences have stabilized, and which have increased absences.*
- *Develop and implement parent attendance assistance: in person & virtual classes and a bank of community resources.*

Resources Needed:
- 2023/24 Attendance Plan
- Schoolwide data tracking system to monitor progress
- Schoolwide systemic reinforcement

Challenges to Tackle:
- Paradigm shift for families and students: Come to school each day. School should not be missed unless medically necessary.
- Paradigm shift for staff: 1) Reduce the number of students sent to the health office for minor health needs. 2) Reduce the number of students who repeatedly are sent to the health office
- A consistently implemented Attendance Plan that includes weekly Attendance Monitoring, immediate communication and follow up with families, and Probation Contract implementation and accountability.

Improvement Strategy:
Implement a schoolwide weekly classroom meeting structure to build community within each class

Evidence: 4
Chronic Absenteeism Rate 2022/23: 149 out of 677 Students (22.0%)

Intended Outcomes: Students and teachers will build a cohesive, collaborative, and caring learning environment within each class.

Action Steps:
- Schoolwide implementation of CODY Core Values daily SEL time
- Professional Development to effectively utilize CODY time to build community and relationships with students.
- Create a structure to monitor implementation

Resources Needed:
- CODY Core Values program: Implementation plan, daily lessons, data collection
- Professional Development
- Schoolwide systemic reinforcement/accountability for implementation.

Challenges to Tackle:
- Some teachers may be unsure whether teaching the core values will make a positive difference in their classroom; administration and coaches will provide on-going support with implementation, data gathering and analysis to provide evidence of positive change.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:
- Three learning strategists will implement a Reading Lab Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
- All teachers will consistently implement ULD strategies for English Language Learners.
- School teams will conduct Instructional Rounds to identify evidence of ULD strategies.

Foster/Homeless:
- The school counselor and the school's Multidisciplinary Team will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch:
- Licensed and support staff will provide opportunities for after-hour tutoring.

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development with Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)
- CODY Core Values daily lessons with a focus to build an inclusive student community
- On-going data analysis for all racial/ethnic groups: academic growth, gaps, behavior, absences.

- Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals.
- Counselor provides on-going school wide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

Students with IEPs:
- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Students with 504s:
- On-going collaboration between 504 coordinator and reading teachers: planning, instruction, assessment, data analysis and instructional changes.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds	*5,633,238.52*	All school personnel, supplies, prep buyouts, materials & resources necessary to the efficient functioning of the school. Training, resources, and materials for writing, reading and math implementations.	*Goal 3 & 6*
Title I	363,660	One strategist to Student Support & Data Analysis One CSR teacher. Technology Resources to support learning. Extra Duty pay for teachers to support collaborative planning and data analysis.	Goal 3
Read By Grade 3	94,969.6	One teacher to directly support building teacher proficiency in reading instruction and to increase student reading achievement.	Goal 3
At Risk	222,317.04	One strategist to support student achievement in reading and mathematics	Goal 3
English Learner	516,839.62	Three strategists to build EL students' proficiency in reading & writing instruction and to	Goal 3

| | | increase student achievement in reading and writing.

One instructional assistant to build EL students' proficiency in reading and writing instruction and to increase student achievement in reading and writing.

Prep buyouts for teachers to provide time for data analysis, collaborative planning and aligned, rigorous data-based instruction.

English Language Development Instructional Program (*Into English*) to support ELL student acquisition of English and growth in WIDA. | |