Clark County School District

Lomie G. Heard ES

School Performance Plan: A Roadmap to Success

Lomie G. Heard ES 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
School Website: https://www.lomieheardmagnet.org/
Email: mestar@nv.ccsd.net
Phone: 702-799-4920
School Designations: **Title I**   **CSI**   **TSI**   **TSI/ATSI**

Our SPP was last updated on 7/3/23

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/2022/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)*
Darren Jacobs	**Other School Leader(s)/Administrator(s)** *(required)*
Greer Perkins	**Other School Leader(s)/Administrator(s)** *(required)*
Trulie Cottman	**Teacher(s)** *(required)*
Cristina Carrillo	**Paraprofessional(s)** *(required)*
Elizabeth Aquino	**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 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 mathematic performance as the grade level increased, i.e., higher in K/1 lower overall in 4th/5th.

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**

	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 Pre/Post Writing 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:

- Median Percentile in Growth & Achievement, Fall to Spring, improved in Kinder & 2nd Grade: K 43% - 46%; 2nd 39%-43%.
- Schoolwide Median Percentile Spring 2023 = 45%
- Student Growth Summary Report: K – 2nd Grades Met Student Growth Goal

SBAC Data will be added in July/August

Areas for Growth:

	MAP Reading:
	● Consistent grown, Fall to Spring, in all Quintiles: 0 = 20%; 21-40%; 41 – 60%; 61-80%; >80%. ● Reduce the number of students in all grade levels who score in the two lowest quintiles (0%-20%; 21-40%). SBAC Data will be added in July/August
Problem Statement	Overall growth and proficiency in Reading for all students, K – 5th, in all quintiles, is not increasing. Percentages of students scoring in the first two quintiles are not decreasing.
Critical Root Causes	No schoolwide research-based reading instructional program is currently implemented. Science of Reading (LETRS) is not consistently implemented in K – 3rd grade. ELD strategies are not consistently implemented in all lessons, all grades. Most 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: Increase the number of all students scoring above the 40th percentile by 15% from Fall to Spring 2023/24 as measured by MAP® Growth™ Assessments. **MAP Quartile Growth:** ● Decrease the percentage of all students scoring in the 0 – 20%ile by 10 percent, Fall to Spring 23/24 as measured by MAP® Growth™ Assessments. ● Decrease the percentage of all students scoring in the 21-40%ile by 10 percent, Fall to Spring 23/24 as measured by MAP® Growth™ Assessments. ● Increase the percentage of all students scoring in the 41-60%ile by 15 percent, Fall to Spring as measured by MAP®	**Aligned to Nevada's STIP Goal:** 3

Growth™ Assessments.
- Increase the percentage of all students scoring in the 61-80%ile by 15 percent, Fall to Spring as measured by MAP® Growth™ Assessments.
- Increase the percentage of all students scoring in the >80%ile by 10 percent, Fall to Spring as measured by MAP® Growth™ Assessments.

Improvement Strategy:

1. Implement a researched based reading instructional program for all students, K – 5th.
2. Implement the Science of Reading instruction (LETRS) for K – 3rd.
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:
Spring 2023 NWEA MAP percentage of students scoring at or below 40%ile in Reading.

- K = 43%
- 1st = 48%
- 2nd = 47%
- 3rd = 41%
- 4th = 42%
- 5th = 50%

SBAC Data will be added in July/August.

Intended Outcomes:

- Students will improve reading scores by a minimum of 10% in all quartiles as measured by MAP® Growth™ Assessments.
- All teachers will improve their knowledge of reading instruction and ability implement a quality reading program as measured by the classroom observations, walkthrough audits, Look-for tools, and student data.

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, using an approved universal screening tool.
- 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.

Challenges to Tackle:
- Shifting instructional paradigms to Tier I Instruction.
- Developing teacher expertise in reading instruction.
- On-going professional development: reading instruction, assessment data analysis and data-based instructional changes
- Learning and implementing new instructional programs

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:*

Spring 2023 NWEA MAP percentage of students scoring at or below 40%ile in Reading.

- K = 43%
- 1st = 48%
- 2nd = 47%
- 3rd = 41%
- 4th = 42%
- 5th = 50%

SBAC Data will be added in July/August.

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 instruction.
- 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:
- Paradigm shift: Reading instruction is fluid and based upon on-going student data.
- Knowledge: how to proficiently analyze data to use for instruction change.

- Time and structure for balancing instruction, assessment, and data analysis.

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

English Learners:
- All teachers will be able to identify each English Language Learner in their class, their WIDA level, and how they will use WIDA data to plan and teach effectively.
- All teachers will consistently implement ULD strategies for English Language Learners.
- Analyze WIDA data and cross reference WIDA with ongoing reading data.
- Instructional Rounds to identify evidence of ULD strategies.
- Quarterly analysis of English Language Learner progress.
- English Language Learner placement in Reading Lab small group instruction when appropriate.
- English Language Development through 'Into English'

Foster/Homeless:
- MLT team will provide Wraparound support

Free and Reduced Lunch:
- MLT team will provide Wraparound support

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development on 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 schoolwide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

Students with IEPs:

- On-going collaboration between IEP and reading teachers: planning, instruction, assessment, data analysis and instructional changes.

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	- Classroom Walkthrough Observational Data - Classroom Walkthrough Audits (Administration) - Instructional Rounds (Colleagues) - Lesson Plans - CCSD Look-for Tools Data (ELA & Math) - Formal & Informal Observations - PLC Notes & Implementation Evidence - Student Culture Needs Assessment & Monitoring Tool - Evidence of Learning: MAP, Edusoft, WIDA, SBAC,	- 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

	Formative & Summative data

	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	**STIP Connection:** *Goal 3*

and 75% at the end of semester 2, 2023/24 as measured by the Tier I Monitoring Tool (Focal Point).

- Increase the percent of classroom observations that show evidence of **differentiated instruction** to assist students in understanding skills and concepts from __% at the end of semester 1 to 100% at the end of semester 2 as measured by the Tier I Monitoring Tool.

- Increase the percent of **learning tasks aligned to standards** from ___% in quarter 1 to 50% in quarter 2 to 75% in quarter 3 and to 100% in quarter 4 as measured by classroom observations.

- Increase the number of Professional Learning Community (PLC) meetings that follow the **Teaching and Learning Cycle** from 10 in 2022/23 to 30 in 2023/24 as measured by PLC meeting observations.

Improvement Strategy:

1. Implement a researched based reading instructional program for all students, K – 5th.
2. Implement the Science of Reading instruction (LETRS) for K – 3rd.
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:*
Spring 2023 NWEA MAP percentage of students scoring at or below 40%ile in Reading.

- K = 43%
- 1st = 48%
- 2nd = 47%

- 3rd = 41%
- 4th = 42%
- 5th = 50%

SBAC Data will be added in July/August.

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:
- Shifting instructional paradigms to Tier I Instruction.
- Developing teacher expertise in reading instruction.
- On-going professional development: reading instruction, assessment data analysis and data-based instructional changes
- Learning and implementing new instructional programs
- Paradigm shift: Reading instruction is fluid and based upon on-going student data.
- Knowledge: how to proficiently analyze data and use for instruction change.
- Time and structure for balancing standards-based instruction, assessment, and data analysis.

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 reading and writing 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:
Spring 2023 NWEA MAP percentage of students scoring at or below 40%ile in math:

- K = 32%
- 1st = 32%
- 2nd = 38%
- 3rd = 40%
- 4th = 56%
- 5th = 63%

SBAC Data will be added in July/August.

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 & math instructional 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 instructional.
- Administration and instructional coaches will monitor the implementation of the math program, oversee 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:
- Shifting instructional paradigms to Tier I Instruction.
- Developing teacher expertise in mathematics instruction.
- On-going professional development: mathematics instruction, assessment data analysis and data-based instructional changes.
- Learning and implementing Tier I instructional model in mathematics.
- Paradigm shift: math instruction is fluid and based upon on-going student data.
- Knowledge: how to proficiently analyze data and use for instruction change.

● Time and structure for balancing standards-based instruction, assessment, and data analysis.	

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

English Learners:
- All teachers will be able to identify each English Language Learner in their class, their WIDA level, and how they will use WIDA data to plan and teach effectively.
- All teachers will consistently implement ULD strategies for English Language Learners.
- Analyze WIDA data and cross reference WIDA with ongoing reading data.
- Instructional Rounds to identify evidence of ULD strategies.
- Quarterly analysis of English Language Learner progress.
- English Language Learner placement in Reading Lab small group instruction when appropriate.
- English Language Development through 'Into English'

Foster/Homeless:
- MLT team will provide Wraparound support

Free and Reduced Lunch:
- MLT team will provide Wraparound support

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development on 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 schoolwide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

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

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 two 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: ● Magnet Coordinator will implement 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. ● Utilize Hazel Health wellness plan to keep students at school. ● 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 provide wraparound services to meet family needs and facilitate positive student attendance.

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 utilized 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:
- Ensuring the implementation will build a learning community and support the CODY core values rubric initiative

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

English Learners:
- All teachers will be able to identify each English Language Learner in their class, their WIDA level, and how they will use WIDA data to plan and teach effectively.
- All teachers will consistently implement ULD strategies for English Language Learners.
- Analyze WIDA data and cross reference WIDA with ongoing reading data.
- Instructional Rounds to identify evidence of ULD strategies.
- Quarterly analysis of English Language Learner progress.
- English Language Learner placement in Reading Lab small group instruction when appropriate.
- English Language Development through 'Into English'

Foster/Homeless:
- MLT team will provide Wraparound support

Free and Reduced Lunch:
- MLT team will provide Wraparound support

Migrant:
- MLT team will provide Wraparound support

Racial/Ethnic Minorities:
- On-going professional development on 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 schoolwide lessons to build an inclusive student community; lessons will be based on schoolwide data to target real-time needs.

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

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 EL student acquisition of English and growth in WIDA.	