Clark County School District

Charlotte & Jerry Keller ES

School Performance Plan: A Roadmap to Success

Charlotte & Jerry Keller 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: Audrey Carroll
School Website: cjkellerelementary.com
Email: carroan@nv.ccsd.net
Phone: 702-799-2140
School Designations: ☑ **Title I**   ☐ **MRI**   ☐ **CSI**   ☐ **TSI**   ☐ **ATSI**

Our SPP was last updated on 09/18/2023

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/charlotte_and_jerry_keller_elementary/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
Audrey Carroll	**Principal(s)** *(required)*
Christine Casas	**Other School Leader(s)/Administrator(s)** *(required)*
Kristen Davis, Christina Carlson, Leslie Stocker, Carrie Anderson, Amir Orendain, Erica Thome, Carol Haro, Selina Aviles, Tony Garcia, Alex Corbin, Cynthia Villalobos, Penny Lane , Debbie Treglio	**Teacher(s)** *(required)*
Carla Floyd	**Paraprofessional(s)** *(required)*
Sandra Hernandez, Manuel Sanchez, Ruby Keams	**Parent(s)** *(required)*

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
School Professional Learning Community	10-9-23	Reviewed and discussed school wide data and Spring 23' and Fall 23' MAP Growth Data. and revised SPP/CIP Roadmap for 23-24 and revised goals, improvement strategies, intended outcomes, and resources needed
School Leadership Team Meeting	10-23-23	Reviewed and discussed school wide data and CIP Roadmap goals and action steps for 23'24 and revised SPP/CIP Roadmap for 23-24 and revised goals, improvement strategies, intended outcomes, and resources needed
School Organization Team Meeting	10-30-23	Discussed and revised SPP/CIP Roadmap for 23-24 and revised goals, improvement strategies, intended outcomes, and resources needed
School Organization Team Meeting	12-11-23	Winter 23' MAP Growth results were reviewed and shared The team reviewed and discussed the action steps from the school's CIP Roadmap
School Professional Learning Community	1-22-24	Reviewed and discussed school wide data and CIP Roadmap goals and action steps for 23'24 and revised SPP/CIP Roadmap for 23-24 and revised goals, improvement strategies, intended outcomes, and resources needed
School Leadership Team Meeting	1-16-24	Reviewed and discussed school wide data and CIP Roadmap goals and action steps for 23'24 and revised SPP/CIP Roadmap for 23-24 and revised goals, improvement strategies, intended outcomes, and resources needed

School Organization Team Meeting	1-29-24	Reviewed and discussed CIP Roadmap; revised goals, improvement strategies, and resources needed. Discussed all budgets and staffing plan for the 24-25 school year.
Title 1 Parent Meeting	1-31-24	Reviewed the 23-24 CIP: Roadmap to Success with all parents in attendance and shared chronic absenteeism data and plan to improve attendance. Discussed the FY25 budget and proposed plan.

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 Reviewed	Spring 23' MAP Growth Assessment Fall 23' MAP Growth Assessment Winter 23' MAP Growth Assessment 2023 NSPF 2023 SBAC Summative Assessment	Panorama District 23' Climate Survey	Classroom observations Long range plans

Areas of Strength:
The Spring 23' MAP Growth Assessment results showed that 58.9% of Kindergarten students are at/above the 41st percentile in Reading. 60.8% of students in Grade 1 are at/above the 41st percentile in Math. The Winter 23-24' MAP Growth Assessment results showed that the median growth percentile in Math for students in grades K-5th was 64.5.

The 2023 NSPF and SBAC results showed the following: an increase in grades 3-5 ELA pooled proficiency from 24.6% in 2022 to 28.8% in 2023, an increase in grades 3-5 math proficiency from 23.6% in 2022 to 33.4% in 2023, an increase in grades 3-5 proficiency in ELA from 29.5% in 2022 to 31.6% in 2023, an increase in Read by Grade 3 proficiency from 27.5% to 35.6%, an increase in ELL students meeting their AGP from 32.5% in 2022 to 34.8% in 2023, the Math MGP remained the same at 62 as as measured by the 2023 SBAC, the ELA MGP remained the same at 50 as measured by the 2023 SBAC, in the subgroup of Black/African American, students in grades 3-5 increased Math proficiency from 18.3% in 2022 to 20% in 2023 as measured by the SBAC, in the subgroup of Hispanic/Latino, students in grades 3-5 increased Math proficiency from 24.4% in 2022 to 36.7% in 2023 as measured by the SBAC, in the subgroup of English Learners Current and Former, students in grades 3-5 increased Math proficiency from 23.1% in 2022 to 31% in 2023 as measured by the SBAC, in the subgroup of English Learners Current, students in grades 3-5 increased Math proficiency from 17.8% in 2022 to 28.4% in 2023 as measured by SBAC, in the subgroup of Economically Disadvantaged, students in grades 3-5 increased Math proficiency from 18.4% in 2022 to 29.6% in 2023 as measured by SBAC, in the subgroup of Hispanic/Latino, students in grades 3-5 increased ELA proficiency from 29.5% in 2022 to

33.7% in 2023 as measured by the SBAC, in the subgroup of English Learners Current and Former, students in grades 3-5 increased ELA proficiency from 25.8% in 2022 to 27.1% in 2023 as measured by the SBAC, in the subgroup of English Learners Current, students in grades 3-5 increased ELA proficiency from 16.8% in 2022 to 23.1% in 2023 as measured by SBAC, in the subgroup of Economically Disadvantaged, students in grades 3-5 increased ELA proficiency from 25.4% in 2022 to 26.3% in 2023 as measured by SBAC, for the subgroup of Hispanic/Latino students in grade 3 increased proficiency in ELA from 27.2% in 2022 to 41.5% in 2023 as measured by SBAC, in the subgroup of English Learners Current and Former, students in grades 3 increased ELA proficiency from 23.5% in 2022 to 35.4% in 2023 as measured by SBAC, in the subgroup of English Learners Current, students in grades 3 increased ELA proficiency from 18.7% in 2022 to 33.3% in 2023 as measured by SBAC, in the subgroup of Economically Disadvantaged, students in grade 3 increased ELA proficiency from 22.7% in 2022 to 35.8% in 2023 as measured by SBAC, in the subgroup of Hispanic/Latino, students in grades 4-5 increased in Math MGP from 61.5 in 2022 to 66 in 2023, in the subgroup of Special Education, students in grades 4-5 increased in Math MGP from 46.5 in 2022 to 48 in 2023, in the subgroup of Special Education, students in grades 4-5 increased in ELA MGP from 23.5 in 2022 to 33 in 2023, and students in grades 1-5 increased ELA proficiency from 32.5 in 2022 to 34.8 in 2023 as measured by the WIDA assessment.

Areas for Growth:
The Spring 23' MAP Growth Assessment results showed the following: only 46% of students in grades K-5th are at/above the 41st percentile in Reading, only 45% of students in grades K-5th are at/above the 41st percentile in Math, and 37% of students in grades 3-5 are at/above the 41st percentile in Science. The Spring 23' MAP Growth Assessment results showed only 49% of students in grades K-5 met their projected growth in Reading, only 47% of students in Grades K-5 met their projected growth in Math and only 39% of students in grades 3-5 met their projected growth in Science. In grade 1, only 35% of students met their projected growth in Math. In grade 3, only 62% of students met their projected growth in Math and only 34% met their projected growth in Reading. In grade 5, only 41% of students met their projected growth in Math. In grade 4, only 42% of students met their projected growth in Reading.

The NSPF and SBAC results showed the following: a decrease in overall index points from 43 in 2022 to 33.5 in 2023, a decrease in Science proficiency in grade 5 from 13.9% in 2022 to 3.1% in 2023, a decrease in the percentage of students in grades 4th and 5th who met their Math AGP target from 50.4 in 2022 to 45.5 in 2023, a decrease in the percentage students in grades 4th and 5th who met the ELA AGP target from 46.1 in 2022 to 34.5 in 2023, a decrease in the percentage of non-proficient students in grades 3-5 who met the Math AGP target from 44 in 2022 to 31.3 in 2023, a decrease in the percentage of non-proficient students in grades 3-5 who met the ELA AGP target from 38.4 in 2022 to 22.9 in 2023, a decrease in ELA proficiency in the Black/African American subgroup from 27.4% in 2022 to 15% in 2023 as measured by SBAC, a decrease in the subgroup of English Learners Current and Former in Math MGP from 61 in 2022 to 56 in 2023, a decrease in the subgroup of English Learners Current in Math MGP from 58.5 in 2022 to 54 in 2023, a decrease in the subgroup of Economically Disadvantaged in Math MGP from 63 in 2022 to 61 in 2023, a decrease in the subgroup of Hispanic/Latino in ELA MGP from 51 in 2022 to 49.5 in 2023, a decrease in the subgroup of English Learners Current and Former in ELA MGP from 44 in 2022 to 43 in 2023, a decrease in the subgroup of English Learners Current in ELA MGP from 43.5 in 2022 to 40.5 in 2023, a decrease in the subgroup of Economically Disadvantaged in ELA MGP from 48 in 2022 to 43.5 in 2023, a decrease in the

	subgroup of Hispanic/Latino in Math AGP from 51 in 2022 to 50.4 in 2023, a decrease in the subgroup of English Learners Current and Former in Math AGP from 42.8 in 2022 to 42.4 in 2023, a decrease in the subgroup of English Learners Current in Math AGP from 37.9 in 2022 to 37.2 in 2023, a decrease in the subgroup of Economically Disadvantaged in Math AGP from 49.3 in 2022 to 39.7 in 2023, a decrease in the subgroup of Hispanic/Latino in ELA AGP from 47.9 in 2022 to 33.9 in 2023, a decrease in the subgroup of English Learners Current and Former in ELA AGP from 38.5 in 2022 to 29.2 in 2023, a decrease in the subgroup of English Learners Current in ELA AGP from 32.7 in 2022 to 24.1 in 2023, a decrease in the subgroup of Economically Disadvantaged in ELA AGP from 40.9 in 2022 to 25 in 2023, and an increase in the percentage of students in the Black/African American subgroup who are chronically absent from 21.1% in 2022 to 41.1% in 2023.
Problem Statement	Only 29.5% of students in Grades 3-5 were proficient in ELA as measured by the 2023 SBAC Summative Assessment.
Critical Root Causes	Inconsistent Tier I and Tier II instruction of NVACS.

Part B

Student Success

School Goal: Increase the percent of K-5 students meeting their projected growth in Math from 47.1% to 55% and the percent of K-5 students meeting their projected growth in Reading from 48.7% to 55% as measured by the 2024 Spring MAP Growth Assessment.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.

Improvement Strategy: Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* enVisionMathematics Common Core 2020 (3); i-Ready (1)
Intended Outcomes: Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 24' MAP Growth Assessment.
Action Steps: ● Develop and use grade level long range plans for ELA and Math based on NVACS ● Provide, implement, and utilize HMH Into Reading ELA curriculum materials ● Utilize enVision Math curriculum material ● Provide and implement use of Exact Path and 95 Phonics supplemental reading and math materials ● Provide training on effective Tier I and Tier II instruction

- Monitor Tier I and Tier II instruction using classroom observation notes
- Analyze student formative assessment data and make adjustments to student groups and/or plans
- Use the master schedule to ensure the allocation of time for Tier I, II, and III instruction
- Learning strategists will model and co-teach lessons in order to provide assistance to teachers to improve instruction
- Regularly monitor Tier I and II instruction to ensure quality instruction aligned to standards is being provided. This should be done according to the various needs of support for each teacher
- Regularly monitor student growth as measured by formative assessments
- Provide Imagine Language for ELL students based on WIDA scores
- Schedule Title 1 family nights for Literacy, Math, and Science
- Academic teams for Literacy and Math will plan and facilitate Title 1 family nights
- Purchase materials and supplies for Title 1 family nights

Resources Needed:
- HMH Into Reading ELA curriculum materials
- ExactPATH
- enVision Math 2020
- 95 Phonics K-5
- Renaissance Accelerated Reader and STAR Reading supplemental online platform
- Fast Bridge for RTI progress monitoring
- myON Software
- Funds for extra duty pay
- Funds for Prep buy-outs
- Additional books for the school library
- CSR teachers
- Materials/supplies for Title 1 family nights
- Title 1 Learning Strategist
- RBG3 Literacy Strategist
- Title 1 Instructional Assistants
- Instructional Assistants and SPTAs
- Additional AP
- Title 1 CTT
- ELL Learning Strategist
- Technology supplies

Challenges to Tackle:
- High chronic student absenteeism

- School staff will work closely with identified students and families to ensure regular attendance via attendance plans and incentives
- Training for staff (time) and implementation of new online programs and ELA curriculum materials
- Professional learning time will be scheduled for before and after school to provide opportunities for staff to engage in learning new platforms and programs
- Hiring personnel for vacancies
- Admin team will work closely with CCSD HR to hire highly qualified staff members

Improvement Strategy: The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 41st and 60th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* enVisionMathematics Common Core 2020 (3)

Intended Outcomes: Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. In addition, students working with classroom teachers during daily intervention time will meet and/or exceed projected growth as measured by the Spring MAP Growth Assessment.

Action Steps:
- Determine daily math intervention times for grades 2-5
- Set up a classroom for daily math instruction with the Math Learning Strategist
- Analyze MAP Growth data to determine students who scored between the 41st and 60th percentile in grades 2-5 that will be in the daily groups
- Determine student groups for daily Math intervention time for students in grades K-5 who scored below the 41st percentile in Math
- Create time in schedule to allow for student transitions to the Math classroom for daily lessons with the Math Strategist
- Identify students who are chronically absent and have Counselor and School Liaison contact & work with families to improve attendance
- Admin will regularly monitor Math intervention instruction twice a month to ensure quality research-based instruction is being provided
- Admin and staff will regularly monitor student growth as measured by formative assessments

Resources Needed:
- Title 1 Learning Strategist
- enVisions 2020
- ExactPATH

Challenges to Tackle:

- Chronic Absenteeism of students identified in groups
- School staff will work closely with identified students and families to ensure regular attendance via attendance plans and incentives
- Transition time from regular class to math intervention classroom
- Students will be supervised during transitions to ensure timely transitions

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

English Learners: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use researched based online programs Imagine Learning, ExactPath, 95 Phonics programs each week for 30 minutes each day. In addition, students will receive research-based daily small group instruction in ELA for 30 minutes. An English language learner strategist will provide tiered interventions for students. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Foster/Homeless: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use 95 Phonics and ExactPath programs every day for 30 minutes. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Free and Reduced Lunch: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use 95 Phonics and ExactPath programs every day for 30 minutes. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.
Racial/Ethnic Minorities: Students will be provided with quality Tier I and Tier II instruction in ELA and Math. Students will be provided an opportunity to use 95 Phonics and ExactPath programs every day for 30 minutes. In addition, students will receive research-based daily small group instruction for 30 minutes in ELA and Math. Students working with the math strategist will receive an extra 30 minutes a day of math instruction. These students will show larger than average growth as measured by the Spring MAP Growth assessment. Additional licensed professionals will be hired to to reduce class sizes and additional support staff will be hired to assist with daily Tier II instruction.

Students with IEPs: Students will be provided an opportunity to use 95 Phonics and ExactPath programs. In addition, students will receive research-based small group instruction in ELA and Math. Additional support staff will be hired to assist students with IEPs.

Inquiry Area 2 - Adult Learning Culture
Part A

	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Adult Learning Culture		
Data Reviewed	Professional Learning Community Agendas & Notes School Leadership Meeting Agendas & Notes Professional Learning Agendas	Districtwide Climate Survey 2023 SOT Meeting Agendas & Sign-ins	School Wide Data Tracker Master Schedules Master Calendar PLC+ Observation data PLC+ Planning Template PLC+ Data Review Template PLC Assessment Tracker End of Year PLC+ Staff Survey
	Areas of Strength: Summary: A PLC+ data review form was developed and implemented and utilized during weekly K-5 PLC+ meetings. Professional Learning Communities in Grades K-5 created weekly agendas for weekly meetings and posted completed PLC forms in PLC digital folders in the school's team drive. School Leadership Team meetings were held once a month and members of the team included K-5 PLC Leaders, Strategists, and Administration. A school-wide data tracker sheet was used to track all formative assessment data for all students in Grades K-5. A master calendar was developed and monitored to schedule all school meetings and events. A master schedule was developed and implemented to ensure allocated time for content areas, intervention times, special classes, and lunch time. The School Organization Team (SOT) meetings were held monthly and agendas and notes were posted on the school's website. Professional Learning was planned according to staff needs, formative assessment data and in alignment with school goals. According to the 2023 Districtwide Climate Survey, results showed the following: an increase in the percent of staff who feel they have involvement in the school's decision-making processes from 76% to 93.7%.		
	Areas for Growth: A PLC+ data review form and planning form was developed and implemented during the 23-24 school year to include planning of instruction and effective instructional strategies for Tier I instruction. The staff need additional time for implementation of these expectations and procedures. In addition, implementation will need to be closely monitored by school administration. According to the 2023 Districtwide Climate Survey, results showed the following: only 87.5% of staff feel		

	that there is good communication between teachers, staff, and administrators.
Problem Statement	Only 76% of school staff feel that the school promotes staff participation in decision-making that affects school practices and policies as measured by the 2021 Districtwide Climate Survey.
Critical Root Causes	Professional Learning Communities are inconsistent in implementing PLC structures and school staff are not being included in decision-making processes.

Part B

Adult Learning Culture

School Goal: Increase the percentage of staff that feel there is good communication amongst teachers, staff, and administrators at the school from 87.5% to 93% as measured by the December 2024 Districtwide climate survey.	**STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy: School leadership (Admin) will provide staff with professional learning on effective PLC+ processes and structures and will implement new strategies for effective communication.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Analyze data in PLCs (3); Build a committed staff and provide professional development (1)

Intended Outcomes: Teachers will have opportunities to participate in PLC+ and communication processes and structures.

Action Steps:
- Train PLC+ Leaders on how to effectively communicate with all team members through the use of consensus strategies, PLC agendas and templates
- Utilize staff surveys to determine effectiveness and monitor progress
- During and after monthly school leadership meetings, notes from the meeting will be used to create a bulleted list of items for PLC+ leaders to share with team members and notes will be uploaded to the Keller ES Team drive for all staff to access
- Provide training on effective PLC+ structures
- During monthly school leadership meetings, provide specific leadership training for PLC+ leaders
- Administration will regularly monitor PLC+ meetings, agendas, and notes for each grade level PLC+ team
- Communicate with staff via email, PLC+ meetings, school leadership meetings, surveys, staff meeting, and Monday Memo

Resources Needed:
- Agendas and notes for school leadership meetings

- Agendas and templates for weekly PLC+ meetings
- Materials for PLC+ trainings
- Funds for attending PLC+ trainings and school leadership meetings
- S'mores Newsletter service for weekly Monday Memo for staff communication

Challenges to Tackle:
- Staff that do not comply with expectations
- Clear expectations will be communicated and monitored throughout the year to ensure compliance and overall buyin with expectations
- Lack of time available for collaboration and PLC+ time to analyze data and plan for instruction
- Collaboration time will be scheduled for 2x per week before school and will be held in a common room to provide support

Improvement Strategy: Staff will have an opportunity to attend professional learning on effective PLC+ processes and structures and attend conferences and/or trainings.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Build a committed staff and provide professional development (1); Kagan (2)

Intended Outcomes: Teachers will implement instructional strategies and knowledge gained from attending professional learning.

Action Steps:
- Identify date of trainings
- Create an invite google form survey for teachers to sign up to attend training
- Admin will attend training with teachers
- Teachers who attend trainings will share knowledge learned with other teachers/staff at the school
- Learning Strategists will support teachers in implementation of effective instructional practices and strategies through co-teaching, modeling lessons, and classroom walkthroughs, and timely feedback
- Administration will support teachers in implementation of effective instructional practices and strategies through timely feedback during classroom walkthroughs and the NEPF observation guidelines and protocols

Resources Needed:
- Funds to attend formal conference/trainings, when applicable
- Funds to pay staff extra duty to attend conference/trainings

Challenges to Tackle:
- Commitment from staff to attend trainings

- Staff members who attend trainings with a cost will have their training paid
- Lack of time available for professional learning as trainings are held outside of contracted time
- Staff members who attend trainings will be paid for their time

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

English Learners: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Foster/Homeless: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Free and Reduced Lunch: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Racial/Ethnic Minorities: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Students with IEPs: Students will receive quality Tier I, II, and III instruction based on the analysis of student performance data and implementation of effective instructional practices and strategies.

Inquiry Area 3 - Connectedness

Part A

Connectedness		
Student	**Staff**	**Family & Community Engagement**

	Student	Staff	Family & Community Engagement
	Chronic Absenteeism Panorama Survey Gr 3-5 Districtwide Climate Survey After School All Stars Attendance	School Leadership Team Agendas & Sign-ins Districtwide Climate Survey	Title 1 Annual Meeting Notes & Evaluations Title 1 Family Night Evaluations Districtwide Climate Survey SOT Meeting Agenda & Notes PSTAPT participation and exit surveys
Data Reviewed	*Areas of Strength:* The Spring 2023 Panorama Survey results for students in Grades 3-5 showed the following: an increase in the percentage of students having a sense of belonging from 59% in Fall 2022 to 63% in Spring 2023 and an increase in the percentage of students having positive feelings about school from 58% in Fall 2022 to 63% in Spring 2023. In addition, a student council program was implemented during the 2022-2023 school year. Students from Grades 3-5 participated in bi-weekly meetings to plan school wide events and activities. Additionally, the school's After School All Stars Program had an average of 150 students participate in daily academic hour and club hour activities 4 days a week for 2 hours a day. Results from the 2023 Districtwide Climate Survey showed the following results from student responses: an increase in the percent of students who feel they participate in class from 58% in 2022 to 70% in 2023, an increase in percent of students finding it easy to learn from others from people with different opinions than themselves from 71% in 2022 to 76.6% in 2023, an increase in the percent of students finding it easy to set goals for themselves from 69% in 2022 to 75.3% in 2023, an increase in the percent of students who feel that students treat other students with respect, regardless of differences from 73% in 2022 to 82.4% in 2023, an increase in the percent of students who feel that the school promotes academic success for all students from 90% in 2022 to 91.5% in 2023, an increase in the percent of students that like their school from 84% in 2022 to 87% in 2023, an increase in the percent of students that feel they are getting a good education at the school from 86% in 2022 to 91.5% in 2023, an increase in the percent of students that feel their teacher understands their problems from 77% in 2022 to 80% in 2023, an increase in the percent of students who feel that if they are absent there is a teacher or some adult that will notice their absence from 79% in 2022 to 88.3% in 2023. A review of Parent Student Teacher Academic Planning Time (PSTAPT) exit surveys showed that 100% of parents felt that the meetings held with teachers/staff were beneficial and helped them understand their student's current academic progress and end of the year goals. A review of School Organization Team (SOT) notes showed that parents on the team and those attending		

	meetings were involved in the decisions made at the school and provided valuable feedback.
	Areas for Growth: 2023 end of the year data showed a chronic absenteeism rate of 37%. A review of the 2023 Districtwide Climate Survey results showed that in the section about Learning Attitudes, only 30% of students feel that they were capable of learning and 39% of students said that they stay home because they feel overwhelmed or anxious. According to the Spring 2023 Panorama Survey, only 63% of students in Grades 3-5 felt a sense of belonging to the school. Based on specific questions from the survey, only 62% of students felt that people at school understood them as a person and only 66% felt that they belonged at the school.
Problem Statement	The school's chronic absenteeism rate for the 22-23 school year was 37%.
Critical Root Causes	Lack of attendance accountability and structures to promote school attendance.

Part B

Connectedness	
School Goal: Decrease the school's chronic absenteeism rate from 37% to 30% as measured by the 2024 end of the year attendance and absence report.	**STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy: School Counselor and School Liaison will work closely with staff and admin team to provide support to identified students and their families. Specifically, meetings with families will be scheduled, attendance plans will be developed and closely monitored, and incentives provided.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Creating a Positive School Climate and Culture (3);

Intended Outcomes: Students will attend school more consistently and parents will share a responsibility in student attendance which will decrease the school's absenteeism rate.

Action Steps:
- Staff, school leadership team, and admin will meet to discuss solutions
- School counselor and SEL teacher will provide lessons on Growth Mindset, learning attitudes, and the importance of daily attendance
- Train staff/teachers on new procedures and processes for absences and attendance incentives
- New absence procedures will be implemented such as notifications, parent contact, and admin meetings with parents

- New and/or revised attendance incentives will be implemented
- Attendance and absenteeism will be closely monitored by school counselor, school liaison, office staff, admin, and teachers
- Attendance trainings will be provided for families/parents as well as students
- Awards and incentives for students who are absent less than 9 days per semester

Resources Needed:
- Absence procedures
- Attendance incentives
- Structures and procedures for monitoring absences

Challenges to Tackle:
- Developing process for monitoring absences
- School staff and admin will meet 2x per month to monitor new processes
- Making contact with families/parents and holding them accountable
- Counselor, School Liaison and admin will meet with identified students and their families and monitor progress

Improvement Strategy: Implement an After School All Stars program and Student Council program.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a Positive School Climate and Culture (3)*

Intended Outcomes: Students who participate in the after school program will have a greater feeling of being connected to the school community as measured by the Panorama survey. Students who participate in student council will develop leadership skills and feel more connected to the school and promote student participation in school wide activities to increase overall student sense of belonging at the school.

Action Steps:
- Apply for the After School All Stars program (21st Century Grant)
- Identify staff to be leaders/facilitators for the program
- Arrange for staff to attend training(s)
- Identify staff that would like to do the program and what clubs they would like to lead
- Utilize the program's software for parents to sign up students for participating in the program
- Create club lists
- Provide training for staff
- Purchase materials for each after school club
- Program leaders will regularly monitor student participation/attendance
- Program leaders will regularly monitor academic hour of instruction and club activities
- Create a timeline for student council applications and elections

- Identify staff to facilitate and lead the student council
- Students will be actively engaged in SEL class activities
- Identify schedule for student council meetings
- Communicate with students about feeling connected to the school and having a sense of belonging during SEL classes
- Identify and develop long range plans for activities for student council meetings
- Develop a plan for calendared school wide activities and events for all students and families
- Admin will be involved and attend meetings
- Admin and teacher leaders will create a structure for school leadership practices and procedures involving students
- Student council members will receive training in leadership and develop school wide activities to promote student involvement
- Identify resources needed for school wide activities and/or events involving all students and/or families

Resources Needed:
- After School All Stars (21st Century Grant) funding
- Materials for each club
- Training for staff
- 2nd AP
- Extra duty pay for staff through the grant/program funding
- Counselor
- Safe School Professional
- Additional Assistant Principal
- SEL teacher (Humanities)
- Staff advisors for student council
- Student Council election application and voting forms

Challenges to Tackle:
- Student attendance/participation in the After School All Stars program
- The hiring of a second assistant principal
- Program leaders will closely monitor attendance and participation via communication with families
- Getting students to be involved in school leadership
- Assemblies for 3-5 grade students will be held at the beginning of the year to promote participation in student leadership
- School wide involvement in planned activities and events
- Planned activities and events will be promoted via flyers, school website, daily announcements, and Parentlink messages

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

English Learners: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition,

students will have an opportunity to participate in school wide activities and events.

Foster/Homeless: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Free and Reduced Lunch: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Racial/Ethnic Minorities: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

Students with IEPs: Students will receive 4 hours a week outside of the school day of additional instruction/support in ELA and Math. In addition, students will have an opportunity to participate in school wide activities and events.

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)
Strategic Budget	$4, 546, 907.26	Personnel, supplemental materials, library books, supplies, prep buyouts, field trips, transportation, extra duty pay, technology, tuition/fees, 2nd AP, CSR teachers, Incentive pay	Inquiry Areas 1-3 Goals
At-Risk	$536, 009.97	CSR teachers, supplies	Inquiry Area 1 Goal
ELL	$586, 133.67	CSR teachers, Learning Strategist, Extra-duty Pay, supplies	Inquiry Area 1 Goal
Title 1	$253, 650	Learning Strategist, Instructional Assistants, CTT, software/online programs, technology, supplemental materials, prep-buys, family nights, extra duty pay, professional learning	Inquiry Areas 1-2 Goals
GeF Ready By 3	$115, 120.05	Read by Grade 3 Literacy Strategist	Inquiry Area 1 Goal
21st Century Grant (After School All Stars)	$166, 000	Extra duty pay for After School All Stars program, field trips, transportation, supplies	Inquiry Area 3 Goal