



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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 10/1/2024



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/2024/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) <i>(required)</i>
Christine Casas	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kristen Davis, Christina Carlson, Nicole Littrell, Sandi Hoopaugh, Carrie Anderson, Amir Orendain, Erica Thome, Carol Haro, Selina Aviles, Cynthia Crowley, Erin Gliddon	Teacher(s) <i>(required)</i>
Carla Floyd	Paraprofessional(s) <i>(required)</i>
Ruby Keams	Parent(s) <i>(required)</i>



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 Organization Team Meeting	5-13-24	Reviewed 23-24 CIP:Roadmap to Success; goals, improvement strategies, and Spring 24' MAP data, completed Act 3.
School Professional Learning Community	6-6-24	Reviewed and discussed school wide data and CIP Roadmap goals and action steps for 24-25, made revisions to goals, improvement strategies, intended outcomes, and resources needed.The 24-25 CIP Roadmap/SPP was unanimously approved by staff.
Annual Title 1 Parent Meeting	8-27-24	Reviewed and discussed the 24-25 CIP Roadmap goals, improvement strategies, and action steps. Parents approved 24-25 CIP Roadmap/SPP unanimously.
School Professional Learning Community	9-16-24	Act 1: Reviewed and discussed school wide data (Fall MAP Assessment and 23-24 SBAC, 23-24 NSPF) and CIP Roadmap goals and action steps for 24-25, made revisions to goals, improvement strategies, intended outcomes, and resources needed. The 24-25 CIP Roadmap/SPP was unanimously approved by staff.
School Organization Team Meetings	8-26-24 9-23-24 9-25-24 9-27-24	Reviewed Fall MAP data and 23-24 SBAC data and 23-24 NSPF, discussed 24-25 CIP:Roadmap to Success; goals, improvement strategies. Completed ACT 1 with parent review. The 24-25 CIP Roadmap/SPP was unanimously approved by SOT.



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
	Fall 24' MAP Growth Assessment 23 -24 SBAC results 23 -24 NSPF	Fall 24' Panorama District 24' Climate Survey	Classroom observations Long range plans & clarity guides
Data Reviewed	<p>Areas of Strength:</p> <p>The Fall 24' MAP Growth Assessment results showed 64% of first grade students were at or above the 41st percentile in Math and 57% in Reading, 52% of second grade students were at or above the 41st percentile in Math, 60% of third grade students were at or above the 41st percentile in Reading, 55% of fifth grade students were at or above the 41st percentile in Reading. The 23-24 SBAC/CRT results showed an increase in the overall pooled proficiency of students in grades 3-5 from 28.8% to 32.9%, an increase in the percentage of students in grades 3-5 who were proficient in Math from 33.4% to 37.8% and increase in ELA proficiency from 31.6% to 40.4%. In addition, SBAC/CRT Science results showed that less than 5% of fifth grade students were proficient in Science. In the subgroup of Black/African American, results showed an increase in the percentage of students that were proficient in Math from 21% to 31%. In the subgroup of male students in grades 3-5, results showed an increase in the percentage of students that were proficient in Math from 36.5% to 43.1%. WIDA results for English Language students showed an increase in the number of students in Expanding from 21.8% to 28.1%. In addition, there was a decrease in the number of students in Emerging from 22.4% to 12.6%.</p> <p>The 23-24 Nevada School Performance Framework (NSPF) results showed an increase in the median growth percentile (MGP) in ELA from 50 to 56.5, an increase in the annual growth percentile (AGP) in Reading from 50 to 56.5, an increase in the annual growth percentile in ELA proficiency for English Language Learner students from 34.8 to 44.6, an increase in closing opportunity gaps of students meeting their projected annual growth percentile from 22.9 to 26.7, and a decrease in the percentage of students chronically absent from 38% to 23.4%. Results also showed an increase in the percentage of students who met their annual growth percentile in ELA from 34% to 44.6%. In the subgroup of Limited English Proficiency (LEP, there was an increase in the percentage of students who met their annual growth percentile (AGP) from 24% to 28.2%</p>		



	<p><i>Areas for Growth:</i></p> <p>The Spring 24' MAP Growth Assessment results showed the following: the median growth percentile for Reading for students in K-5th was only 47.5% and only 50% of students in grades K-5 met their projected growth in Reading. The Fall 24' MAP Growth Assessment results showed the following: 47% of Kindergarten students were at or above the 41st percentile in Math and Reading, 47% of second grade students were at or above the 41st percentile in Reading, 48% of third grade students were at or above the 41st percentile in Math, 28% of fourth grade students were at or above the 41st percentile in Math and 47% in Reading, and 44% of fifth grade students were at or above the 41st percentile in Math.</p> <p>The 23-24 SBAC/CRT results showed only 39% of students in grades 3-5 were proficient in Math and 41% of students in grades 3-5 were proficient in Reading. In the subgroup of students with IEPs, results showed a decrease in the percentage of students who showed non-proficiency in ELA from 89.7% (Level 1) to 90.67%. Results also showed that there was a decrease in the percentage of 4th grade students meeting their annual growth percentile (AGP) in Math from 52% to 32.7%.</p> <p>WIDA results for English Language Learners showed an increase in the number of students in Entering from 13% to 19.7%.</p> <p>The 23-24 NSPF results showed the following: a decrease in the median growth percentile(MGP) in Math from 62 to 58, a decrease in the annual growth percentile (AGP) from 45.5 to 40, a decrease in closing opportunity gaps of students meeting their annual growth percentile in Math from 31.3 to 25, and 23.4% of students in grades K-5th were chronically absent during the 23-24 school year.</p> <p>The District Climate Student Survey results showed an increase in the percentage of students who don't come to school because they feel overwhelmed and anxious, a decrease in the percentage of students who feel they finish tasks even if they are hard, a decrease in the percentage of students who feel that students show respect for diversity, an increase in the percentage of students who feel bullying is a problem at the school.</p>
<p>Problem Statement</p>	<p>According to the 24' Fall MAP Growth Assessment, 47% of K-5th students were at or above the 41st percentile in Math and 52% were at or above the 41st percentile in Reading. In addition, less than 5% of fifth grade students were proficient in Science.</p>
<p>Critical Root Causes</p>	<p>Inconsistent Tier I and Tier II instruction of ELA NVACS. Inconsistent Tier II instruction of Math NVACS. Inconsistent instruction for K-5th students in Science.</p>

Part B

<p style="text-align: center;">Student Success</p>	
<p>School Goal: Increase the percentage of K-5 students meeting their projected growth in Reading from 50% to 60% and in Math, from 78% to 82% as measured by the 2025 Spring MAP Growth Assessment.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>



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); HMH Into Reading (3); 95 Percent Phonics (3)

Intended Outcomes: Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 25' MAP Growth Assessment. In addition, greater than 5% of all fifth graders will be proficient in Science as measured by the Spring 25' SBAC/CRT results.

Action Steps:

- Use grade level long range plans for ELA and Math that are aligned to the NVACS
- Utilize ELA curriculum materials that are aligned to the NVACS
- Utilize Math curriculum materials
- Utilize Exact Path and 95 Phonics supplemental reading and math materials
- Utilize Imagine Math Facts online program
- Provide training on effective Tier I and Tier II instruction
- All K-5th students will attend weekly Science class with a full time Science Teacher
- Monitor Tier I and Tier II instruction using classroom observation notes and Focal Point walkthrough data
- Analyze student formative assessment data and make adjustments to student groups and instruction
- Use the master schedule to ensure the allocation of time for Tier I, II, and III instruction
- The 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
- Utilize Renaissance Learning to assess and monitor student growth in Reading
- Schedule Title 1 family nights for Literacy, Math, and Leadership
- Academic teams for Literacy and Math will plan and facilitate Title 1 family nights
- Purchase materials and supplies for Title 1 family nights
- LETRS professional learning for staff (year 1)

Resources Needed:

- ELA curriculum materials
- ExactPATH
- enVision Math 2020
- K-5th 95% Group phonics program
- Renaissance Accelerated Reader and STAR Reading supplemental online platform



- Fast Bridge for RTI progress monitoring
- myON Software for literacy
- Funds for extra duty pay for asynchronous LETRS work, trainings, tutoring
- Prep buy-outs for instructional planning
- CSR teachers
- Teachers funded via EL and At-Risk funds
- Materials/supplies for Title 1 Family nights
- Title 1 Learning Strategist
- RBG3 Literacy Strategist
- (3) Title 1 Instructional Assistants
- Instructional Assistants and SPTAs with extra hours from general fund
- (1) Title 1 CTT
- (1) SAFE School Professional
- Science Teacher (Humanities)
- Social Emotional Learning (SEL) Teacher (Humanities)
- Art Teacher (Humanities)
- Technology supplies
- Counselor
- Year 1 LETRS training and materials
- LETRS PL materials for staff
- Incentive/Retention pay for licensed staff, support staff and administrator

Challenges to Tackle:

- High chronic student absenteeism

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 25' 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 25' MAP Growth Assessment.

Action Steps:



- Determine daily Math intervention times for grades 2-5
- Set up a classroom for daily math intervention 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 intervention 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

Improvement Strategy: The teachers will use the ELL Collaborative Oral Response strategy during Tier I instruction in ELA and Math.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Level 4:* Zhang, J., Anderson, R. C., & Nguyen-Jahiel, K. (2013). Language-rich discussions for English language learners. *International Journal of Educational Research*, 58, 44–60. <https://doi.org/10.1016/j.ijer.2012.12.003> (3)

Intended Outcomes: Students engaged in Collaborative Response are learning how to answer DOK 3 questions using evidence from the text. Students who are fully able to answer questions using evidential support and academic language are better prepared to engage with higher level thinking at their respected grade levels. CR also has evidence of leading to increased writing scores because students are better equipped to answer short response and extended response questions.

Action Steps:

- Professional Development with Read by Grade 3 Strategist for 2nd- 5th grade teachers on Collaborative Response strategy



- Implementation of CR during reading block using HMH DOK 3 questions
- Observations and feedback meetings to measure implementation
- Continued professional development, training, and support to ensure successful implementation

Resources Needed:

- Time during PLC meetings to structure questioning
- HMH ELA Curriculum Materials
- Model Classrooms for teacher observations
- Full time assistant principal

Challenges to Tackle:

- Chronic Absenteeism
- Staff being consistent in the use of this strategy
- Monitoring the use of this strategy

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 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Professional Learning Community Agendas & Notes School Leadership Meeting Agendas & Notes Professional Learning Agendas	Districtwide Climate Survey 2024 SOT Meeting Agendas & Sign-ins	School Wide Data Tracker Master Schedules Master Calendar PLC+ Planning Template PLC+ Data Review Template PLC Assessment Tracker
Data Reviewed	<p><i>Areas of Strength:</i> Summary: Professional Learning Communities in Grades K-5 completed and posted PLC forms for planning and data analysis in 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 and individual student goals for all students in Grades K-5. In addition, each PLC team used a Google Sheet to track grade level formative and summative assessment results for each class. 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. This schedule included daily schedules, prep schedule, school teams, morning announcement schedule, Leader of the Month schedule, RTI meeting schedule, and LETRS training schedule. 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.</p>		
	<p><i>Areas for Growth:</i> Observation data showed that teachers need additional time to plan for and implement ELA curriculum materials. Based on professional learning surveys, teachers need additional professional learning on effective Tier I and Tier II ELA instruction, time for planning and data analysis. The District Climate Staff Survey results showed a decrease in the percentage of staff that feel their is good communication amongst teachers, staff, and administration, and a decrease in the percentage of staff that feel the school promotes staff participation in decision-making that affects school practices and policies</p>		



Problem Statement	Based on the CCSD Staff Climate Survey, only 66% of school staff feel that there is good communication amongst staff, teachers, and administration.
Critical Root Causes	Lack of communication amongst teachers and PLC Leaders after School Leadership Meetings.

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 66% to 72% as measured by the 2025 District 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: Teachers will have opportunities to participate in PLC meetings, school leadership meetings, School Organizational Team and other school communication processes and structures.	
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 feel there is good communication amongst teachers, staff, and administrators based on the CCSD Staff Climate Survey.	
Action Steps: <ul style="list-style-type: none"> ● 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 ● Post weekly Friday Forecast ● Ensure weekly PLC planning and data analysis meetings take place ● 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 meetings, and Friday Forecast 	
Resources Needed:	



- Agendas and notes for school leadership meetings
- Extra duty pay for trainings and school leadership meetings
- Prep buy-outs for PLC planning time
- Templates for weekly PLC meetings
- Materials for PLC trainings
- S'mores Newsletter service for weekly Monday Memo for staff communication
- Full time school counselor
- Full time assistant principal

Challenges to Tackle:

- Staff that do not comply with expectations for communication processes

Improvement Strategy: Staff will have an opportunity to attend professional learning on effective Tier I instruction and attend related trainings.

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

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

Action Steps:

- Identify dates of trainings
- Develop professional learning plan
- Monitor effective Tier I and Tier II instruction in Reading and Math
- Provide PLC planning time during staff development days throughout the year
- SBRC Professional Learning
- LETRS (Year 1) Professional Learning
- Admin will attend training with teachers
- Teachers will have an opportunity to observe other 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:



- Planning time during staff development days
- Further trainings on effective Tier I and Tier II ELA instruction, LETRS and SBRC

Challenges to Tackle:

- Possible commitment from staff to attend trainings and implement knowledge gained from professional learning

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
	Chronic Absenteeism Panorama Survey Gr 3-5 District 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	<p><i>Areas of Strength:</i> The Spring 2024 Panorama Survey results for students in Grades 3-5 showed an increase in all areas. In addition, a student council program was implemented during the 2023-2024 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. There was a decrease in the Chronic Absenteeism rate from 37% to 28%. End of the year data showed an average daily attendance rate of 90% to the school's After School AllStars program. The District Wide Climate Survey results showed an increase in the percentage of parents that feel the school seeks their input from 57.1% to 85.1% and that the school informs them how fundraising monies are used from 40% to 81.4%. 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.</p>		
	<p><i>Areas for Growth:</i> 2024 end of the year data showed a chronic absenteeism rate of 28%, as a result, additional resources and structures are needed to reduce chronic absenteeism, including parent trainings. The District Climate Student Survey results showed a decrease in all areas. Specifically, an increase in the percentage of students who don't come to school because they feel overwhelmed and anxious, a decrease in the percentage of students who feel they finish tasks even if they are hard, a decrease in the percentage of students who feel that students show respect for diversity, an increase in the percentage of students who feel bullying is a problem at the school.</p>		
Problem Statement	The school's chronic absenteeism rate for the 23-24 school year was 28%.		



Critical Root Causes	Lack of attendance accountability and structures to promote school attendance.
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Part B

Connectedness	
School Goal: Decrease the school's chronic absenteeism rate from 23.4% to 20% as measured by the 2025 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: The Safe School Professional will work closely with staff and administration 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. In addition, CCSD Family Engagement staff will provide trainings for families on the importance of daily attendance.	
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: <ul style="list-style-type: none"> ● Staff, school leadership team, and admin will meet to discuss solutions ● SEL teacher will provide lessons on Leader In Me, 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 such as Random Attendance Day (RAD) ● Attendance and absenteeism will be closely monitored by teachers, SAFE school professional, office staff, and administration ● 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 ● Staff will implement the Leader In Me (LIM) program and utilize LIM curriculum materials 	
Resources Needed: <ul style="list-style-type: none"> ● Absence procedures ● Attendance incentives ● Structures and procedures for monitoring absences ● Funds for Leader In Me coaching support 	



- Full time School Counselor
- Full time Assistant Principal
- Full time SAFE School Professional
- Folklorico dance program
- Funds for purchasing RAD incentives

Challenges to Tackle:

- Staff following through with making contact with families and referring students to school counselor and liaison
- Making contact with families/parents and holding them accountable
- Follow through from CPS when submitting Educational Neglect Referrals

Improvement Strategy: Implement After School All Star program, Student Council, and Leader In Me 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 and Leader In Me program will have a greater feeling of being connected to the school community and improve how they feel about challenging tasks and being overwhelmed and anxious as measured by the Panorama survey and District Climate. 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
- Implement the Leader In Me program
- Monthly Leader of the Month recognition luncheon
- Develop lesson schedule for Leader In Me curriculum
- Develop and implement Leader In Me school structures
- 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
- Provide weekly Leader In Me lessons during SEL classes and classroom lessons
- Identify and develop long range plans for activities for student council meetings
- Develop calendar for school wide activities and events for all students and families
- Admin will be involved and attend meetings
- Assemblies for students in grades 3-5 will be held to motivate and invite students to participate in student council
- Assemblies will be held for K-5th students to introduce them to the Leader In Me program
- 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
- Planned activities and events will be promoted via flyers, school website, daily announcements, and Parentlink messages

Resources Needed:

- After School All Stars (21st Century Grant) funding
- Materials for each club
- Training for staff
- Full time school counselor
- Full time assistant principal
- Extra duty pay for staff through the grant/program funding
- SAFE School Professional
- Social Emotional Learning (SEL) teacher (Humanities)
- Art Teacher (Humanities)
- Science 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
- No full time counselor
- No full time assistant principal
- Motivating students to be involved in school leadership
- School wide involvement in planned activities and events

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	\$4,800,812	Personnel, supplemental materials, supplies, prep buyouts, site funded projects already under contract, extra duty pay, technology, CSR teachers, SAFE School Professional, Full time Assistant Principal, Full time Counselor	Inquiry Areas 1-3 Goals
At-Risk	\$270, 432.23	CSR teachers	Inquiry Area 1 Goal
ELL	\$519,237.05	CSR teachers, Incentive/Retention pay	Inquiry Area 1 Goal
Title 1	\$253, 650	Learning Strategist, Instructional Assistants, CTT, software/online programs, family nights, extra duty pay, professional learning	Inquiry Areas 1-2 Goals
GeF Ready By 3	\$120, 814	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