Washoe County School District

Lloyd Diedrichsen Elementary School

Classification: 2 Star School

ATSI

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Communication, coherence, collaboration, care, and celebration.

Vision

Our Vision for Diedrichsen is as Follows:

- v A positive, supportive, and inclusive learning and working environment.
- v Students and staff level up in relationships, skills, and academics.
- v Our community is excited about coming to school and work.
- v Discussions, collaboration, problem-solving solutions, teamwork, and positive attitudes.
- v Sense of belonging, community, and success.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Areas of Strength

- Within the area of science 5th grade students preforming at or above grade level increased from 10% to 14%.
- Our second language learning students (ELL) gained 2.5 points within the area of reading increasing from 50% to 52.5%.
- Within the area of ELA our 3rd grade students preforming at or above grade level increased from 54% to 57%. This is well above the average for the district of 44%
- Within the area of mathematics our 3rd grade students maintained the percentage of students preforming at or above grade level staying at 57%. This is well above the district average of 47%.
- Our students in 4th grade out preformed the district average of at or above grade level student within the area of ELA. Our 4th grade student at Diedrichsen scoring at 58%, which is well above the average for the district at 45%.

Areas for Growth

- Absenteeism data showed an increase of chronically absent students moving from 8% to 12%.
- Overall school proficiency within the area of ELA slightly decreased from 56% to 54%.
- Overall school proficiency within the area of mathematics decreased from 52% to 46%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners, particularly newcomers and students with limited English proficiency, require additional language supports and adult assistance to access grade-level content and academic vocabulary in ELA and Mathematics.	Prioritize EL support staff schedules to provide targeted assistance during core instruction, increase opportunities for language development and academic discourse, and ensure EL staff participate in planning conversations to align supports with upcoming instruction.
Foster/ Homeless	Students experiencing foster care placement or homelessness may face disruptions in attendance, school stability, and access to academic resources due to frequent transitions and family circumstances. These disruptions can result in gaps in learning and reduced access to consistent instruction.	Monitor academic progress closely, provide timely interventions to address learning gaps, connect families with available school and community resources, and maintain consistent communication to support academic and social-emotional needs.

Free and Reduced Lunch	Students qualifying for free and reduced lunch may experience barriers related to attendance, access to learning resources, and educational opportunities outside of the school day. Mid-year mobility and interrupted learning experiences may contribute to gaps in academic performance.	Provide differentiated instruction and targeted intervention based on student need, utilize formative assessment data to guide supports, and continue connecting families with school and community resources to reduce barriers to learning.
Migrant/ Title1-C Eligible	N/A	N/A
Racial/ Ethnic Minorities	Data indicate a need to ensure students from racial and ethnic minority groups have equitable access to rigorous grade-level instruction, meaningful participation in learning, and targeted supports when academic needs are identified.	Monitor student achievement data by subgroup, provide timely interventions based on identified needs, implement culturally responsive instructional practices, and maintain high expectations and access to rigorous learning opportunities for all students.
Students with IEPs	Students with IEPs experienced the greatest decline in academic achievement in both ELA and Mathematics. Staffing transitions within special education impacted continuity of services and instructional support. Additionally, students with IEPs require increased access to specially designed instruction, accommodations, and aligned planning between special education and general education teachers to support access to grade-level standards.	Ensure special education teachers participate in PLCs and have access to curriculum resources, pacing guides, common assessments, and instructional planning documents. Strengthen collaboration between general and special education staff to align accommodations, specially designed instruction, and intervention supports to grade-level learning targets. Utilize progress-monitoring data to identify student needs and adjust supports to improve academic outcomes.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Analysis of student achievement data shows a substantial decline in proficiency and growth in both English Language Arts and Mathematics across the school. Students with IEPs experienced the greatest declines, contributing significantly to overall decreases in academic performance.	*Implementation of a new mathematics curriculum resulted in adjustments to instructional practices, pacing, and teacher familiarity with curriculum resources and expectations. *Staffing vacancies led to the use of long-term substitute teachers in a tested grade level, reducing instructional continuity throughout the school year. *Significant staffing changes across key positions, including classroom teachers, special education staff, and school leadership, impacted consistency in instructional practices, systems, and supports. *Academic priorities and areas of focus shifted during the school year, resulting in changes to instructional emphasis and professional learning efforts.

★ = Priority

Adult Learning Culture

Areas of Strength

*Staff demonstrated a strong commitment to professional growth during the implementation of a new mathematics curriculum. Teachers actively participated in professional learning, adjusted instructional practices, and worked collaboratively to support student learning throughout the transition.
*Grade-level PLCs provided a consistent structure for collaboration, instructional planning, and problem-solving.
*Staff collaboration and school culture remain a significant strength at Diedrichsen Elementary School. Staff survey results indicate high levels of collaboration, trust, and leadership support, with 92% favorable responses in Staff Collaboration. Staff also reported strong relationships with students, high perceptions of school safety (96%), and positive perceptions of student behavior (98%). These results demonstrate a strong educational culture and provide a foundation for implementing school improvement efforts.

Areas for Growth

*While PLC structures were established and regularly scheduled, there is an opportunity to strengthen the use of student achievement data to drive instructional decision-making. More intentional analysis of common assessment results, student work, and subgroup performance data will support the identification of student needs and the development of targeted instructional responses.
*Expectations for participation in the PLC cycle were not consistently implemented across all grade levels. Strengthening accountability and ensuring all teams fully engage in the PLC process will improve collaboration, instructional planning, and collective responsibility for student outcomes.
*Teachers would benefit from more consistent opportunities to engage in collaborative data analysis and instructional planning. Increasing the focus on using formative and summative assessment data to adjust instruction will help ensure that instructional decisions are responsive to student learning needs.
*Staff well-being remains an area for continued focus. While staff reported high levels of collaboration, leadership support, and positive school culture, the Work Stress category scored below district and elementary averages. Survey results indicate that staff continue to experience elevated levels of stress and burnout, suggesting a need to strengthen systems that promote staff wellness, workload balance, and long-term sustainability.

Equity Resource Supports

Student Group	Challenge	Solution

English Learners	English Learners may experience difficulty understanding learning goals, success criteria, and academic vocabulary embedded within ELA and Mathematics instruction. Language barriers can limit students' ability to engage in discussions, explain their thinking, and demonstrate mastery of grade-level standards	Professional learning will focus on Teacher Clarity practices that support the communication of clear learning goals and success criteria, intentional vocabulary instruction, and structured opportunities for academic discourse. PLCs and grade level common planning time will be used to plan scaffolds and supports that increase access to grade-level content.
Foster/Homeless	Frequent mobility and inconsistent attendance may result in missed instruction, making it difficult for students to understand learning goals, success criteria, and the progression of learning from lesson to lesson.	Teachers will utilize Teacher Clarity practices to consistently communicate learning goals, success criteria, and lesson expectations so students can quickly reconnect to learning following absences. PLC teams will monitor student progress and plan supports for students with interrupted learning.
Free and Reduced Lunch	Some students may enter the classroom with gaps in prior learning or inconsistent educational experiences, making it difficult to access grade-level learning expectations and demonstrate mastery of standards.	Professional learning focused on Teacher Clarity will strengthen teachers' ability to clearly communicate what students are learning, why they are learning it, and what success looks like. Teachers will utilize formative assessment data to identify misconceptions and provide targeted support.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students from racial and ethnic minority groups may have varied academic experiences and learning needs. Ensuring students clearly understand what they are learning, why they are learning it, and what success looks like is critical to supporting achievement and	Professional learning will focus on Teacher Clarity practices, including the consistent use of learning goals, success criteria, formative assessment, and feedback. Teachers will intentionally make learning visible and provide multiple opportunities for students to demonstrate understanding and

	access to rigorous grade-level instruction.	monitor their own progress toward mastery.
Students with IEPs	Students with IEPs experienced the greatest decline in achievement and may have difficulty accessing grade-level learning goals, success criteria, academic vocabulary, and complex learning tasks without appropriate accommodations, scaffolds, and specially designed instruction.	General education and special education staff will collaborate through PLCs to align accommodations, scaffolds, and specially designed instruction with grade-level learning goals and success criteria. Professional learning centered on Teacher Clarity will support staff in making learning expectations visible and accessible for students with IEPs.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	The school underwent significant organizational change during the 2025-2026 school year, including leadership transitions, staffing changes, the implementation of a new mathematics curriculum, and shifts in academic priorities. These concurrent changes increased demands on staff and challenged the school's capacity to fully implement and sustain improvement efforts.	*Implementation of a new mathematics curriculum required significant professional learning, planning, and instructional adjustments across grade levels. *Shifts in academic priorities and areas of focus created competing demands on staff time, attention, and implementation efforts. *Leadership transitions resulted in changes to systems, processes, and organizational priorities. *Staffing vacancies and the use of long-term substitute teachers in a tested grade level impacted continuity of instruction and professional collaboration.

★ = Priority

Connectedness

Areas of Strength

*The school continues to prioritize family engagement through a variety of community-building events and opportunities for families to connect with the school. Events such as the Welcome Back Ice Cream Social, Family Movie Night, Back to School Night, and other school activities that foster positive relationships between students, families, and staff and strengthened connections to the school community.

*Through the implementation of schoolwide PBIS practices, students were provided with consistent expectations, recognition, and opportunities to build positive relationships with peers and staff. These efforts contributed to a welcoming and supportive school environment where students felt valued and connected.

*The school established and implemented clear methods of communication with families, including, phone calls, emails, in person meetings and class dojo. These communication efforts helped keep families informed and strengthened the partnership between home and school.

Areas for Growth

*Chronic absenteeism increased during the school year, resulting in a greater number of students missing significant instructional time. Continued efforts are needed to identify attendance concerns early, address barriers to attendance, and provide targeted support to students and families.

*While systems were in place to monitor attendance, there is an opportunity to strengthen intervention efforts for students demonstrating patterns of chronic absenteeism. More individualized attendance plans and earlier intervention may help improve attendance outcomes.

*Continued growth is needed in partnering with families of students who experience attendance challenges. Strengthening communication, increasing awareness of the impact of missed instructional time, and connecting families with resources may support improved attendance.

*The loss of truancy officer support following Winter Break reduced available resources for attendance interventions. Strengthening school-based systems and partnerships to address attendance concerns will be necessary to support improved student attendance and connectedness.

Equity Resource Supports

Student Group	Challenge	Solution
English Leaners	Language barriers and limited access to information in families' preferred language may impact communication regarding attendance expectations, school events, available resources, and	Provide translated communication when available, utilize interpreters and EL staff to support family outreach, and maintain ongoing communication regarding attendance, academic progress, and available school supports. Recognize and celebrate positive

	the importance of regular attendance.	attendance while building strong connections between families and the school.
Foster/Homeless	Students experiencing foster care placement or homelessness may face frequent moves, transportation concerns, family instability, and other circumstances that create barriers to consistent school attendance and connection to the school community.	Work collaboratively with families, district support staff, and community agencies to address attendance barriers. Connect families with available resources, monitor attendance regularly, and provide individualized support plans when attendance concerns are identified.
Free and Reduced Lunch	Economic challenges may impact attendance through transportation difficulties, family responsibilities, health concerns, or limited access to resources that support consistent school participation.	Implement early identification and outreach procedures for students demonstrating attendance concerns. Connect families with available school and community resources and continue to recognize and encourage positive attendance through schoolwide incentives and PBIS supports.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Families from diverse racial and ethnic backgrounds may have different experiences, perspectives, and levels of familiarity with the school system. Building strong relationships and ensuring all families feel informed, welcomed, and connected to the school community is essential to supporting student attendance and engagement.	The school will continue to provide opportunities for family engagement through school events, family nights, and ongoing communication. Staff will intentionally build relationships with students and families, encourage participation in school activities, and utilize attendance data to identify and address concerns early. Through PBIS, family outreach, and community-building events, the school will foster a welcoming environment where all students and families feel valued and connected to the school community.
	Students with IEPs may experience	Collaborate with families, case managers, counselors, and support

Students with IEP's	barriers to consistent attendance due to health concerns, social-emotional needs, behavioral challenges, or difficulties accessing the school environment and instructional setting.	staff to identify barriers to attendance and develop individualized supports. Monitor attendance and ensure students have access to services, accommodations, and positive school experiences that strengthen their connection to school.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Analysis of attendance data indicates an increase in chronic absenteeism during the 2025-2026 school year, with a greater number of students missing significant amounts of instructional time and showing decreased connection to the school community.	*Inconsistent attendance habits and routines among students and families contributed to frequent absences throughout the school year. *Student health, social-emotional, and family circumstances created barriers to regular school attendance for some students. *Truancy officer support for elementary schools was discontinued after Winter Break, reducing the school's ability to provide timely interventions, monitor attendance concerns, and support families of chronically absent students. *Attendance intervention and family outreach efforts were not consistently successful in improving attendance among students with patterns of chronic absenteeism. *Limited family understanding of the academic impact of chronic absenteeism on student achievement.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Analysis of student achievement data shows a substantial decline in proficiency and growth in both English Language Arts and Mathematics across the school. Students with IEPs experienced the greatest declines, contributing significantly to overall decreases in academic performance.	*Implementation of a new mathematics curriculum resulted in adjustments to instructional practices, pacing, and teacher familiarity with curriculum resources and expectations. *Staffing vacancies led to the use of long-term substitute teachers in a tested grade level, reducing instructional continuity throughout the school year. *Significant staffing changes across key positions, including classroom teachers, special education staff, and school leadership, impacted consistency in instructional practices, systems, and supports. *Academic priorities and areas of focus shifted during the school year, resulting in changes to instructional emphasis and professional learning efforts.
2 ★	The school underwent significant organizational change during the 2025-2026 school year, including leadership transitions, staffing changes, the implementation of a new mathematics curriculum, and shifts in academic priorities. These concurrent changes increased demands on staff and challenged the school's capacity to fully implement and sustain improvement efforts.	*Implementation of a new mathematics curriculum required significant professional learning, planning, and instructional adjustments across grade levels. *Shifts in academic priorities and areas of focus created competing demands on staff time, attention, and implementation efforts. *Leadership transitions resulted in changes to systems, processes, and organizational priorities. *Staffing vacancies and the use of long-term substitute teachers in a tested grade level impacted continuity of instruction and professional collaboration.
3 ★	Analysis of attendance data indicates an increase in chronic absenteeism during the 2025-2026 school year, with a greater number of students missing significant amounts of instructional time and showing decreased connection to the school community.	*Inconsistent attendance habits and routines among students and families contributed to frequent absences throughout the school year. *Student health, social-emotional, and family circumstances created barriers to regular school attendance for some students. *Truancy officer support for elementary schools was discontinued after Winter Break, reducing the school's ability to provide timely interventions, monitor attendance concerns, and support families of chronically absent students. *Attendance intervention and family outreach efforts were not consistently successful in improving attendance among students with patterns of chronic absenteeism. *Limited family understanding of the academic impact of chronic absenteeism on student achievement.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Curriculum Based Measures**
- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**

- [x] **Behavior**
- [x] **Demographic data**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, Diedrichsen ES will decrease the number of students that are one grade level behind in i-Ready ELA by 15%.
By Spring 2027, Diedrichsen ES will decrease the number of students that are one grade level behind in i-Ready Math by 17%.
By Spring 2027, Diedrichsen ES will increase the number of students that are proficient in science as measured by SBAC to 20%.

Formative Measures: * iReady Reading and Math K-5 (Inform Assessment given 3 times per year)
* Teacher Formative Common Assessments (math, ELA, science)
* Walkthrough Data
* Teacher Lesson Plans

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: The team will review data points from iReady, classroom formative assessments, student work, and common grade level assessments to determine if the classroom instruction and interventions are aligning to school mission of ensuring student success. Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within common planning meetings and PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Monthly (third Wednesday of the month) professional learning will take place around Reveal math curriculum as well as Teacher Clarity. Regularly share/analyzed/ discuss whole school walk-through data with staff.	Principal, all general and special education teachers.	2026-2027 SY	

Position Responsible: Principal, Dean, Teacher Leaders

Resources Needed: PLC meeting time, professional development days

Evidence Level

Level 3: Promising:
PLC

Problem Statements: Student Success 1

Status Checks

November **February** **May**

Improvement Strategy 2

Strengthen Tier I instruction through the implementation of Teacher Clarity practices, including the use of learning goals, success criteria, formative assessment, and feedback to increase student understanding of learning expectations and improve achievement in English Language Arts and Mathematics. Through collaborative planning and data analysis, staff will identify and respond to student learning needs, with particular attention to accelerating outcomes for students with IEPs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on Teacher Clarity practices, including development and use of learning goals, success criteria, formative assessment, and feedback.	Principal, all general and special education teachers.		

Position Responsible: Principal, Dean, Teacher Leaders

Resources Needed: Teacher Clarity professional learning materials, PLC meeting time, professional development days

Evidence Level

Level 2: Moderate:
PLC's/Teacher Clarity

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Analysis of student achievement data shows a substantial decline in proficiency and growth in both English Language Arts and Mathematics across the school. Students with IEPs experienced the greatest declines, contributing significantly to overall decreases in academic performance.	*Implementation of a new mathematics curriculum resulted in adjustments to instructional practices, pacing, and teacher familiarity with curriculum resources and expectations. *Staffing vacancies led to the use of long-term substitute teachers in a tested grade level, reducing instructional continuity throughout the school year. *Significant staffing changes across key positions, including classroom teachers, special education staff, and school leadership, impacted consistency in instructional practices, systems, and supports. *Academic priorities and areas of focus shifted during the school year, resulting in changes to instructional emphasis and professional learning efforts.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By spring 2027 assessments, 100% of teaching staff will actively engage and implement ongoing professional learning focused on Teacher Clarity.

Formative Measures: * PLC Data Analysis (3 times a month)
* Student Growth /Achievement Data
* Walk-through observation data.

Improvement Strategy 1

Strengthen Adult Learning Culture through the consistent implementation of Professional Learning Communities (PLCs) and ongoing professional learning focused on Teacher Clarity. Staff will engage in collaborative planning, data analysis, reflection, and instructional refinement to increase collective efficacy and ensure consistent use of learning goals, success criteria, formative assessment, and feedback across all classrooms.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps Provide ongoing professional learning on Teacher Clarity, including learning goals, success criteria, formative assessment, and feedback. Establish clear expectations and accountability for full participation in the PLC cycle across all grade levels. Engage PLC teams in regular analysis of student achievement data, common assessments, and student work to inform instructional decisions. Conduct classroom walkthroughs and learning walks to monitor implementation of Teacher Clarity practices and provide feedback to staff.	Principal, grade level teams	2026-2027 SY	

Position Responsible: Principal, Dean, Teacher Leaders

Resources Needed: Teacher Clarity professional learning materials
Professional development time
Staff meeting time
PLC collaboration time
Teacher Clarity research and implementation resources

Evidence Level

Level 2: Moderate:
PLC's/Teacher Clarity

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	The school underwent significant organizational change during the 2025-2026 school year, including leadership transitions, staffing changes, the implementation of a new mathematics curriculum, and shifts in academic priorities. These concurrent changes increased demands on staff and challenged the school's capacity to fully implement and sustain improvement efforts.	*Implementation of a new mathematics curriculum required significant professional learning, planning, and instructional adjustments across grade levels. *Shifts in academic priorities and areas of focus created competing demands on staff time, attention, and implementation efforts. *Leadership transitions resulted in changes to systems, processes, and organizational priorities. *Staffing vacancies and the use of long-term substitute teachers in a tested grade level impacted continuity of instruction and professional collaboration.

Inquiry Area 3

Connectedness

SMART Goal 1

School Goal: By June 2027, we will reduce our chronically absent students from 12% to 8%.

Formative Measures: *Chronic Absenteeism Data
*Discipline Data (suspensions, expulsions, avg. # of instructional days missed)
*BIG discipline data
*Attendance monitoring
*Class dojo points

Improvement Strategy 1

Strengthen school connectedness through proactive attendance monitoring, family engagement, and targeted interventions designed to remove barriers to attendance. Staff will utilize data to identify attendance concerns early, implement timely supports, and foster positive relationships that promote a strong sense of belonging and improve student attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: Implement a schoolwide attendance monitoring system to identify students at risk for chronic absenteeism and intervene early. Strengthen family engagement and communication regarding attendance expectations, attendance data, and the impact of missed instructional time. Utilize MTSS and attendance review processes to identify barriers to attendance and develop targeted support plans for students with chronic absenteeism. Increase student engagement and connectedness through PBIS, schoolwide community-building activities, and positive relationship-building opportunities. Implement surprise attendance rewards and recognition opportunities to encourage positive attendance habits, celebrate growth, and reinforce the importance of daily school attendance.	Principal, MTSS Team, counselor, classroom teachers.	2026-27 SY	

Position Responsible: Principal, Dean, School Counselor, Classroom Teachers, MTSS team

Resources Needed: Attendance data reports and dashboards
Infinite Campus attendance monitoring tools
MTSS protocols and meeting time
PBIS attendance incentives and recognition materials
Funding for surprise attendance rewards and incentives
Community and district family support resources
Student engagement and school-climate activities
Time for attendance reviews, data analysis, and intervention planning
Family engagement events and outreach opportunities

Evidence Level

Level 2: Moderate:
PBIS/MTSS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Analysis of attendance data indicates an increase in chronic absenteeism during the 2025-2026 school year, with a greater number of students missing significant amounts of instructional time and showing decreased connection to the school community.	*Inconsistent attendance habits and routines among students and families contributed to frequent absences throughout the school year. *Student health, social-emotional, and family circumstances created barriers to regular school attendance for some students. *Truancy officer support for elementary schools was discontinued after Winter Break, reducing the school's ability to provide timely interventions, monitor attendance concerns, and support families of chronically absent students. *Attendance intervention and family outreach efforts were not consistently successful in improving attendance among students with patterns of chronic absenteeism. *Limited family understanding of the academic impact of chronic absenteeism on student achievement.

Community Outreach Activities

Activity	Date	Lesson Learned
Ice Cream Social (Welcome Event)	8/6/26	This was our first year hosting the Ice Cream Social Welcome Back Event, and the response from families and students was overwhelmingly positive. The event created an exciting and welcoming opportunity for families to connect with the school community before the start of the year. Through this experience, we learned that events like this play an important role in building relationships, fostering a sense of belonging, and helping students and families feel prepared for the upcoming school year. Based on the positive feedback and participation, we plan to continue hosting this event as part of our efforts to strengthen school-community connections.
Back to School Night	8/18/26	Back to School Night provided a valuable opportunity to connect with families, share our vision for student success, and strengthen the partnership between home and school. One key lesson learned is that families highly value clear communication and understanding how they can support learning at home. These conversations reinforced the importance of maintaining strong, ongoing relationships throughout the school year.
PTO Monthly Meetings	9/3/26, 10/1/26, TBD	Our Family Movie Night was a positive opportunity to bring students, families, and staff together in a fun and welcoming environment. The strong attendance and engagement demonstrated the value of creating events that foster connections beyond the school day.

Family Movie Night	9/18/26	One lesson learned is that families appreciate opportunities to interact with the school community in a relaxed setting, helping to strengthen relationships and build a greater sense of belonging. Based on the positive feedback, we look forward to continuing family-centered events that support community engagement and school pride.
Parent Teacher Conference Week	10/23/26-10/29/26	
Fall Book Fair	10/23/26-10/29/26	
Harvest Festival	10/20/26	
Letters to Santa	TBD	
Pastries with Parents	TBD	
Kindergarten Promotion	TBD	
5th Grade Promotion	TBD	