

Washoe County School District
Lena Juniper Elementary School
2025-2026 School Improvement Plan

Classification: 3 Star School

Demographics & Performance Information

Nevada Report Card

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 (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/lena_juniper_elementary/2025

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Comprehensive Needs Assessment

Revised/Approved: October 28, 2025

Student Success

Student Success Areas of Strength

Math SBAC Proficiency: 42% (up from 35%).

SBAC Math Median SGP: 57% (up from 42%).

SBAC Math Catch Up: 34% (up from 21%)

SBAC Math Keep Up: 63% (up from 48%)

SBAC Math AGP: 43% (up from 32%)

On first iReady Diagnostic, 22% of students in grade 1-5 were already on grade level in Numbers and Operations to start the year (100% need to be by end of year).

Student Climate Survey (Self-Awareness of Self Concept): 79% of 5th grade students rated themselves positively up 10% from 23-24 school year.

Student Climate Survey (Strategic Plan): 92% of students stated that at least one teacher in the school knows them by name. 80% of students felt one teacher, at least, understood their needs. 89% (up 17% from 23-24) of students felt that one teacher, at least understood their strengths.

Student Success Areas for Growth

25-26 Goal:

- **Goal : Increase 5th grade students' favorable responses to SEL Skills: Self Management of Goals**
- **Goal: Increase Math Proficiency and Growth as measured by SBAC.**
 - Finishing Tasks even if they are hard for you: Increase from 41% to 80%
 - Setting Goals for Myself: Increase from 57% to 80%.
 - Math SBAC Proficiency: 42% (58% not proficient).

SBAC Math Median SGP: 57% (Goal 75-100%).

SBAC Math Catch Up: 34% (Goal 75-100%).

SBAC Math Keep Up: 63% (Goal 75-100%).

SBAC Math AGP: 43% (Goal 75-100%).

Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>Language comprehension, limited academic vocabulary, uncertainty about expectations.</p> <p>Limited academic language, difficulty interpreting word problems, and unfamiliarity with SBAC language structures.</p>	<ul style="list-style-type: none"> • Model “<i>think-alouds</i>” showing persistence (“I’ll try again another way”). • Use visuals and sentence frames: “My goal today is ... ; To finish I will ...”. • Offer bilingual or picture checklists for multistep tasks. • Celebrate progress with verbal praise and visuals (e.g., sticker charts with translated labels). • Pair with a peer buddy who models goal-setting and task completion. • Teach math vocabulary explicitly using visuals, gestures, and sentence frames (e.g., “The data shows... because...”). • Implement GLAD and QTEL strategies to model academic discourse. • Provide bilingual glossaries and picture-supported anchor charts. • Use structured oral language routines before written explanations (“turn and talk” about how you solved). • Offer SBAC-like language scaffolds in classroom formative assessments.

Student Group	Challenge	Solution
<p>Foster/Homeless</p>	<p>Trauma, inconsistent schooling, low trust, emotional triggers.</p> <p>School mobility, inconsistent instruction, and emotional stress that impacts focus.</p>	<ul style="list-style-type: none"> • Provide stable, predictable routines and explicit daily goals (“Today we’ll finish ...”). • Create safe-adult check-ins for goal review and encouragement. • Use trauma-informed language (“You worked through something tough—great persistence”). • Break tasks into short, attainable steps with reflection after each success. • Ensure counseling or social-worker collaboration on goal follow-through. • <ul style="list-style-type: none"> ◦ Assign a trusted adult advocate for ongoing academic and emotional check-ins. ◦ Use flexible grouping and compact review lessons to fill missed prerequisite standards. ◦ Create predictable classroom routines and post daily learning goals. ◦ Incorporate trauma-informed practices and SEL lessons focused on persistence and confidence. ◦ Coordinate with counselors to ensure continuity of math interventions during transitions.

Student Group	Challenge	Solution
<p>Free and Reduced Lunch</p>	<p>Limited resources, stress outside school, motivation dips.</p> <p>Limited access to enrichment resources or consistent academic supports outside school.</p>	<ul style="list-style-type: none"> • Offer structured work time at school (breakfast club, after-school completion time). • Connect goals to future aspirations (“Finishing this helps you reach your dream job”). • Provide non-material rewards (leadership roles, shout-outs). • Model goal-tracking with visual progress bars to build internal motivation. • Teach self-regulation strategies (checklists, self-talk prompts). <ul style="list-style-type: none"> • Provide extended learning opportunities (before/after-school math labs, breakfast clubs). • Use hands-on materials and digital tools available at school to reduce resource gaps. • Celebrate growth data, not just proficiency, to reinforce effort and persistence. • Connect math goals to real-world, career-related contexts to increase motivation. • Partner with community organizations for family math nights and resource support.
<p>Migrant/Title1-C Eligible</p>	<p>N/A</p>	

Student Group	Challenge	Solution
<p>Racial/Ethnic Minorities</p>	<p>Possible stereotype threat, underrepresentation, lower sense of belonging</p> <p>Lower sense of belonging or representation in math fields, stereotype threat.</p>	<ul style="list-style-type: none"> • Embed culturally responsive role models who show persistence and goal-setting success. • Use affirming language (“Your effort shows excellence and leadership”). • Facilitate cooperative learning where all voices are valued. • Provide choice and voice in personal goal-setting. • Track data publicly but safely to show growth, not comparison. • <ul style="list-style-type: none"> ◦ Use culturally relevant problem contexts in word problems. ◦ Build inclusive classroom norms around risk-taking and valuing multiple solution paths. ◦ Monitor equity in participation during math discourse. ◦ Engage families through multilingual communication and student-led math showcases.

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>Processing, attention, or executive-function challenges.</p> <p>Gaps in foundational concepts, processing speed, or working memory; difficulty with complex item formats.</p>	<ul style="list-style-type: none"> • Write explicit step-by-step task lists with visuals or timers. • Provide prompting and fading supports (verbal → visual → independent). • Embed self-monitoring sheets: “Did I finish my task? What helped me?” • Use reinforcement schedules for task completion and goal reflection. • Collaborate with special-ed and gen-ed teachers to align IEP accommodations with the SEL targets. <ul style="list-style-type: none"> • Align IEP math goals to grade-level standards with scaffolded supports (visual models, manipulatives). • Provide frequent progress monitoring tied to SBAC claims. • Use graphic organizers and visual problem-solving steps (e.g., “Read → Plan → Solve → Check”). • Allow assistive technology tools and SBAC-approved accommodations (read-aloud, text-to-speech, scribe, breaks). • Co-plan with special educators to reteach skills through multiple representations.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Low student responses in areas of : Self Management of Goals Finishing Tasks even if they are hard for you: 41% Setting Goals for Myself:

57% Math SBAC Proficiency: 42% SBAC Math Median SGP: 57% SBAC Math Catch Up: 34% SBAC Math Keep Up: 63% SBAC Math AGP: 43%

Critical Root Cause: Weak number sense (e.g., not understanding place value, operations, or the meaning of quantity). Inconsistent mastery of fluency with basic facts, leading to cognitive overload during complex tasks. Limited conceptual understanding -- students can perform steps but cannot explain why a process works. Insufficient math vocabulary to interpret problem contexts or directions. Interrupted instruction or mobility across grades, causing gaps in prerequisite learning. Students lack of skill/practice in setting goals.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Math SBAC Proficiency: 42% (up from 35%).

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SBAC Math Catch Up: 34% (up from 21%)

SBAC Math Keep Up: 63% (up from 48%)

SBAC Math AGP: 43% (up from 32%)

On first iReady Diagnostic, 22% of students in grade 1-5 were already on grade level in Numbers and Operations to start the year (100% need to be by end of year).

Student Climate Survey (Self-Awareness of Self Concept): 79% of 5th grade students rated themselves positively up 10% from 23-24 school year.

Student Climate Survey (Strategic Plan): 92% of students stated that at least one teacher in the school knows them by name. 80% of students felt one teacher, at least, understood their needs. 89% (up 17% from 23-24) of students felt that one teacher, at least understood their strengths.

Adult Learning Culture Areas for Growth

Teacher Goal Statement:

Goal:

Using iReady diagnostic data and progress monitoring tools, teachers will implement a targeted instructional schedule and interventions to ensure that **at least 80% of students meet their typical growth targets** and **at least 30% meet their stretch growth targets** by the end of the academic year.

Rationale (Aligned to Danielson Components):

- **1b: Demonstrating Knowledge of Students** – I will use iReady data to understand each student's current level and learning needs.
- **1e: Designing Coherent Instruction** – Small group and individualized instruction will be planned based on iReady domains in which students are below grade level.
- **3c: Engaging Students in Learning** – Students will be engaged through differentiated lessons and digital tools aligned to their learning paths.
- **4a: Reflecting on Teaching** – I will review iReady growth reports each diagnostic window to evaluate instructional impact and adjust grouping and support accordingly.

Success Criteria / Evidence of Goal Attainment:

- iReady diagnostic comparison reports (BOY, MOY, EOY)
- Classroom intervention plans and instructional groupings based on data
- Records of student conferencing and goal-setting

Professional Practice Goal: Teacher Clarity through Learning Intentions and Success Criteria

Teacher Goal Statement:

Goal: By the end of the school year, teachers will enhance teacher clarity by consistently embedding clearly stated ELA **Learning Intentions** and **Success Criteria** into daily Science and math lessons, ensuring that **90% of students can accurately articulate what they are learning and how to be successful**, as measured through student reflection, exit tickets, and informal checks for understanding.

Rationale (Danielson-Aligned):

- **1c: Setting Instructional Outcomes** – Clear learning intentions help ensure that lesson outcomes are rigorous and measurable.
- **3a: Communicating with Students** – Articulating the purpose and criteria for success supports student understanding and engagement.
- **3d: Using Assessment in Instruction** – Success criteria make it easier for students and teachers to assess progress and provide feedback.

Action Steps:

Post and verbally share Learning Intentions and Success Criteria in student-friendly language daily.
Engage students in co-constructing or unpacking success criteria where appropriate.
Participate in professional learning or PLCs focused on teacher clarity strategies.

Success Criteria / Evidence of Goal Attainment:

- Lesson plans with Learning Intentions and Success Criteria embedded
- Photos or samples of anchor charts or posted goals
- Student reflection responses or exit tickets indicating understanding
- Walkthrough data or observation notes highlighting teacher clarity

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>Academic language barriers and unclear expectations for what “success” looks like.</p>	<ul style="list-style-type: none"> • Use visuals and language frames when stating learning intentions (e.g., post “We are learning to describe shapes” with pictures). • Provide translated or picture-supported success criteria. • Model and rehearse sentence frames for explaining thinking (“I solved it by…”). • Explain the purpose of language use (“We are using words like ‘greater than’ to compare numbers”). • Check understanding with choral responses, gestures, or partner rephrasing.
<p>Foster/Homeless</p>	<p>Gaps from mobility, low trust in adults, difficulty connecting learning to relevance.</p>	<ul style="list-style-type: none"> • Open each lesson with predictable structures (“Today we’ll learn… You’ll show it by… This matters because…”). • Give clear, chunked directions and repeat the success criteria frequently. • Post daily goals visually and refer back to them throughout the lesson. • Celebrate completion of small learning steps with feedback tied to criteria (“You used evidence in your math reasoning—exactly what we’re working on!”). • Connect learning intentions to personal purpose or real-life examples for relevance.

Student Group	Challenge	Solution
Free and Reduced Lunch	Limited academic confidence or exposure to explicit success tracking.	<ul style="list-style-type: none"> • Make learning visible and measurable with checklists or goal trackers (“I can show this by completing 3 accurate examples”). • Emphasize effort and progress, not just outcomes. • Share exemplars and non-exemplars side-by-side to show what “meeting” looks like. • Link learning purposes to real-world contexts (“Knowing how to multiply helps you compare prices when shopping”). • Use consistent feedback aligned to success criteria (“You explained your strategy clearly—that meets our goal for math communication”).
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
<p>Racial/Ethnic Minorities</p>	<p>Lower sense of belonging or inconsistent expectations.</p>	<ul style="list-style-type: none"> • Use culturally relevant examples and visuals when explaining learning intentions. • Highlight student voice and identity (“How does your strategy connect to how your family solves problems?”). • Make expectations equitable and transparent so all students know what mastery looks like. • Model academic language and thinking aloud to demystify “hidden curriculum” expectations. • Give affirming feedback tied to effort and mastery, not comparison (“Your reasoning shows leadership in problem-solving”).
<p>Students with IEPs</p>	<p>Processing, working memory, or attention needs.</p>	<ul style="list-style-type: none"> • Break learning intentions into smaller, concrete steps with visuals. • Provide multi-modal modeling (visuals, manipulatives, verbal explanations). • Revisit success criteria frequently and check for understanding one-on-one. • Use visual rubrics or self-assessment tools (“Color the box when you complete this step”). • Give specific, immediate feedback linked to the success criteria (“You justified your answer with a model—great job meeting today’s goal!”).

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Low student responses in areas of : Self Management of Goals Finishing Tasks even if they are hard for you: 41% Setting Goals for Myself: 57% Math SBAC Proficiency: 42% SBAC Math Median SGP: 57% SBAC Math Catch Up: 34% SBAC Math Keep Up: 63% SBAC Math AGP: 43% Comment

Critical Root Cause: Lack of Teacher Clarity around breakdown of math standards. Weak number sense (e.g., not understanding place value, operations, or the meaning of quantity). Inconsistent mastery of fluency with basic facts, leading to cognitive overload during complex tasks. Limited conceptual understanding -- students can perform steps but cannot explain why a process works. Insufficient math vocabulary to interpret problem contexts or directions. Interrupted instruction or mobility across grades, causing gaps in prerequisite learning. Students lack of skill/practice in setting goals.

Connectedness

Connectedness Areas of Strength

95 % of students at Juniper ES were not deemed Chronically Absent for the 2024-25 School Year as opposed to 90% for the 2022-23 School Year.

Connectedness Areas for Growth

Juniper Percent of Student Chronically Absent: Attendance 5%

- Continue to build relationships with families/ students
- Assign one adult per chronically absent student
- Celebrate attendance milestones

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• Language barriers cause confusion about attendance expectations.• Families unfamiliar with U.S. attendance laws or absence reporting.	<ul style="list-style-type: none">• Assign a bilingual family liaison to contact homes after two consecutive absences.
Foster/Homeless	<ul style="list-style-type: none">• Frequent moves and unstable placements.• Emotional trauma, anxiety, or lack of consistent adult support.• Missed school transitions and lost records.	<ul style="list-style-type: none">• Assign a consistent adult mentor/check-in person (counselor, office staff, or teacher).

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> • Transportation difficulties or housing instability. • Health issues, lack of clean clothing, or unmet basic needs. • Caretaking responsibilities for siblings. 	<ul style="list-style-type: none"> • Connect families to clothing closets, food pantries, or wraparound supports. • Use attendance rewards that emphasize teamwork (class celebrations for 95%+ attendance).
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Experiences of bias or low sense of belonging at school. • Perceptions that school is not culturally inclusive or relevant. • Family mistrust due to historical inequities. 	<ul style="list-style-type: none"> • Implement positive phone calls home highlighting effort and engagement—not only attendance problems. • Analyze attendance data by subgroup to identify and close belonging or engagement gaps.
Students with IEPs	<ul style="list-style-type: none"> • Medical or therapy appointments during the school day. • Fatigue or anxiety related to academic frustration. 	<ul style="list-style-type: none"> • Offer consistent routines with visual schedules and transition supports. • Schedule therapy or resource services during non-core instructional times when possible.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 5% of students at Juniper Elementary school were deemed Chronically Absent for the 24-25 School Year.

Critical Root Cause: ~Students may be prevented from attending school due to illness, family or home challenges, lack of transportation, housing issues, or inequitable access to services. ~Students may have misconceptions about the impact of absence and when and why attendance matters.

Priority Problem Statements

Problem Statement 1: Low student responses in areas of : Self Management of Goals Finishing Tasks even if they are hard for you: 41% Setting Goals for Myself: 57% Math SBAC Proficiency: 42% SBAC Math Median SGP: 57% SBAC Math Catch Up: 34% SBAC Math Keep Up: 63% SBAC Math AGP: 43%

Critical Root Cause 1: Weak number sense (e.g., not understanding place value, operations, or the meaning of quantity). Inconsistent mastery of fluency with basic facts, leading to cognitive overload during complex tasks. Limited conceptual understanding -- students can perform steps but cannot explain why a process works. Insufficient math vocabulary to interpret problem contexts or directions. Interrupted instruction or mobility across grades, causing gaps in prerequisite learning. Students lack of skill/practice in setting goals.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Low student responses in areas of : Self Management of Goals Finishing Tasks even if they are hard for you: 41% Setting Goals for Myself: 57% Math SBAC Proficiency: 42% SBAC Math Median SGP: 57% SBAC Math Catch Up: 34% SBAC Math Keep Up: 63% SBAC Math AGP: 43% Comment

Critical Root Cause 2: Lack of Teacher Clarity around breakdown of math standards. Weak number sense (e.g., not understanding place value, operations, or the meaning of quantity). Inconsistent mastery of fluency with basic facts, leading to cognitive overload during complex tasks. Limited conceptual understanding -- students can perform steps but cannot explain why a process works. Insufficient math vocabulary to interpret problem contexts or directions. Interrupted instruction or mobility across grades, causing gaps in prerequisite learning. Students lack of skill/practice in setting goals.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 5% of students at Juniper Elementary school were deemed Chronically Absent for the 24-25 School Year.

Critical Root Cause 3: ~Students may be prevented from attending school due to illness, family or home challenges, lack of transportation, housing issues, or inequitable access to services. ~Students may have misconceptions about the impact of absence and when and why attendance matters.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 80% of students in grades K-5 will meet their typical growth target in reading on the End of Year iReady Diagnostic.
 30% of students in grades K-5 will meet their stretch growth target in reading on the End of Year iReady Diagnostic.
 80% of students in grades K-5 will meet their typical growth target in math on the End of Year iReady Diagnostic.
 30% of students in grades K-5 will meet their stretch growth target in math on the End of Year iReady Diagnostic.

Aligns with District Goal

Formative Measures: Beginning, Mid, End 2025/26 iReady Diagnostic Assessment Results

Formative Measures: Data chats, testing schedule, percentage tested, Diagnostic Growth Report, Weekly Personalized Instruction Summary

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: i Ready				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	1. Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week. 2. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. 3. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. 4. Students in grades 3-5 will utilize a lesson data tracker to monitor Personalized Path Lesson passage. 5. Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments.	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers	SY 2025-26	No review	No review	No review
<p>Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>						

SMART Goal 1 Problem Statements:

Student Success

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Learning Intentions/Success Criteria posted and shared in student-friendly language, Learning Progressions utilized for Essential Standards, Assessment aligned to Learning Intention/Success Criteria, Language Component incorporated for Science). Focus Areas: Math/ Science

Aligns with District Goal

Formative Measures: Formative Measures: PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	1. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons with a focus on Numbers and Operations and Information Writing. 2. Math Intervention Lesson plans and ELA Unit plans will identify formative assessments that will be used to inform and adjust instruction. 3. Develop a schedule for weekly meetings for instructional leadership to recap observations from PLC meetings and classroom walkthroughs to intervene and provide support in a timely manner.	Kim Polson, Principal Frank Rivas, Dean Classroom Teachers		No review	No review	No review
<p>Position Responsible: Kim Polson, Principal Frank Rivas, Dean Classroom Teachers</p> <p>Evidence Level Level 2: Moderate: PLC</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>						

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 25-26 school year will decrease by 2% when compared to the percent identified as chronically absent for the 24-25 school year.

Aligns with District Goal

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	1. Use historical attendance data to identify students who are at risk of chronic absenteeism. 2. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. 3. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the weekly attendance reviews. 4. Establish process/protocol for teachers to communicate with attendance team regarding student absences. 5. Establish protocols/process for communicating with families regarding student absences in a timely manner.	Kim Polson, Principal Jennifer Harvey, Counselor Frank Rivas, Dean Classroom Teachers		No review	No review	No review
<p>Position Responsible: Kim Polson, Principal Jennifer Harvey, Counselor Frank Rivas, Dean Classroom Teachers</p> <p>Evidence Level Level 2: Moderate: MTSS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

Connectedness
<p>Problem Statement 1: 5% of students at Juniper Elementary school were deemed Chronically Absent for the 24-25 School Year. Critical Root Cause: ~Students may be prevented from attending school due to illness, family or home challenges, lack of transportation, housing issues, or inequitable access to services. ~Students may have misconceptions about the impact of absence and when and why attendance matters.</p>

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Teacher Conferences		
Primary Parent Data Dive iReady		
Intermediate Parent Data Dive iReady		
Muffins for Moms: Math Games to support Number Sense		
Donuts for Dads: Library Cards/ On-Line Library Access		