Washoe County School District

Stead Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI

Mission Statement

Student Mission Statement:
We work hard to learn, we are problem solvers, and we are safe, respectful, and responsible.

Our Vision: **Every person matters, every moment counts.**	**Nuestra Visión:** **Cada persona importa, cada momento cuenta.**
Our Mission: Stead Elementary is dedicated to all who enter our school by ensuring high levels of learning. We will educate, guide, nurture, support, and inspire each other.	**Nuestra Misión**: En la Escuela Elemental Stead nos dedicamos a proveer un alto nivel de aprendizaje a todo alumno que forma parte de la escuela. Nos Educaremos, guiaremos, nutriremos, apoyaremos e inspiraremos mutuamente.
Instructional Focus: 1. All students will increase reading fluency and comprehension. 2. All students will increase writing proficiency. 3. All students will increase math proficiency. 4. All students will self-regulate through social-emotional learning.	**Enfoque de Instrucción:** 1. Todos los estudiantes incrementarán la fluidez en la lectura y comprensión. 2. Todos los estudiantes incrementarán la habilidad de escritura. 3. Todos los estudiantes incrementarán sus habilidades matemáticas. 4. Todos los estudiantes se autorregularán a través del aprendizaje socio-emocional.

Vision

Our Vision:

Every person matters, every moment counts.

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 75% of 1st grade students made progress to typical growth in reading on IReady diagnostics from fall to spring
- 75% of 3rd grade students made progress to typical in reading on IReady diagnostics from fall to spring
- 59% of students in Kindergarten through 5th grade had improved placement in reading form fall to spring on the IReady diagnostic
- 49% of students schoolwide met their typical or stretch goal in reading from fall to spring

Student Success Areas for Growth

During 24-25 School Year all students participated in I Ready diagnostic assessment fall, winter, and spring. Teachers conducted goal settings with admin and individual conferencing with students. Teachers arranged master schedules to ensure students met their weekly I Ready minutes and school wide PBIS incentives recognized classrooms and students with the most I Ready minutes. After diagnostics in the spring students were recognized in a rewards assembly with parents for making typical growth and making stretch growth. Grade levels shared grows and glows as a data share at the end of the school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic
Critical Root Cause: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- All certified teaching positions filled and maintained consistent staff from 2024-2025 school year
- All grade level teachers participated in 7 Mighty Moves Book Club
- All grade level teachers participated in PLCS to analyze data and plan instruction following Plan, Do, Study, Act cycle.
- All teachers participated in IReady goal setting and end of the year data share

Adult Learning Culture Areas for Growth

Master schedule was created and implemented to include 120 minutes of teacher planning time weekly and 1hour of grade level PLCS three times a month. Grade levels examined data and planned instruction based on needs assessment. During 2024-2025 school year all certified teachers participated in 7 Mighty Moves book club to increase research- based strategies to ensure foundational reading success with introduction to science of reading components.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): A majority of students lack the foundational skills to be successful readers of grade level text.

Critical Root Cause: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Connectedness

Connectedness Areas of Strength

- During 2024-2025 school year decreased students considered chronically absent by 10%. From 28% in 2022-2023 school year to 18% in 2023-2024 school year
- Created school attendance team consisting of admin, clerical aide, counselors, and social worker.
- The attendance team met monthly to review students' attendance data and assign attendance check in case managers.
- School wide attendance incentives were put in place
- Student specific attendance incentives were put in place
- 95% of families attended parent teacher conferences
- Stead has a strong culture of family connectedness with attendance at PTO events.
- Began implementation of Parent Teacher Home Visits

Connectedness Areas for Growth

During 2023-2024 school year increased schoolwide awareness of importance of daily attendance and all stakeholder's commitment to increasing student attendance and family connectedness.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 18% of students considered chronically absent for 2024-2025 school year
Critical Root Cause: lack of student and family connectedness to school

Priority Problem Statements

Problem Statement 1: Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic

Critical Root Cause 1: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Problem Statement 1 Areas: Student Success

Problem Statement 2: A majority of students lack the foundational skills to be successful readers of grade level text.

Critical Root Cause 2: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 18% of students considered chronically absent for 2024-2025 school year

Critical Root Cause 3: lack of student and family connectedness to school

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
    - i-Ready, SBAC Growth

Adult Learning Culture

- Lesson Plans
- Master schedule
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 75% of students in grade Kindergarten through 5th will meet their typical growth target on the spring I Ready diagnostic. 50% of students who are 2 or more grade levels below grade level on the fall I Ready diagnostic will meet their stretch goal on the spring I Ready diagnostic. With this gain in I Ready Achievement we would expect and anticipate an increase scores by 3% gain in proficiency on SBAC stores

Aligns with District Goal

Formative Measures: I Ready data

Improvement Strategy 1 Details

Improvement Strategy 1: iReady

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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. Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting diagnostics typical and stretch growth goals Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)	SY 2025-26

Position Responsible: Ryan Doetch-Youngblood (Principal), Kasey Forshey (Dean) , Deborah Evanchak (Assistant Principal)

Evidence Level
Level 2: Moderate: UFLI
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success	
Problem Statement 1: Schoolwide 58% of students ended the year below grade level in reading on IReady diagnostic	**Critical Root Cause**: IReady diagnostic results showed students at all grade levels lack foundational reading skills to have successful reading experiences.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walkthroughs will at least 75% of teachers consistently implementing Science of Reading aligned foundational skills instruction

Aligns with District Goal

Formative Measures: Regular analysis of grade level and individual I ready foundational skills data. Minimum of 1 time per month student progress monitoring of student foundational skills

Improvement Strategy 1 Details

Improvement Strategy 1: PLCs and Professional Learning

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create the master schedule with specific time allotted for weekly PLC meetings and 30 minutes daily foundation reading instructional time Purchase UFLI Foundational Reading curriculum for all grade levels Train all teachers in implementation of UFLI curriculum to supplement Benchmark curriculum A member of the administrative team or instructional coach will be present at all PLC meetings to lead the collaboration around Science of Reading instruction Establish benchmarks and indicators of success to monitor progress towards the full implementation of Science of Reading in daily instruction. Weekly optional professional development provided by RPDP Diana Walker around Science of Reading and implementation of UFLI Regular walk throughs to observe trends and provide support as necessary. 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.	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	End of 25-26SY

Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)

Evidence Level
Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: A majority of students lack the foundational skills to be successful readers of grade level text. **Critical Root Cause**: Lack of Science of Reading Foundational skills instruction at all grade levels. Teachers do not have adequate knowledge of the Science of Reading nor do they have curriculum that aligns.

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students considered chronically absent in the 25-26 school year will decrease from 18% to 10% as compared to the 24-25 school year

Aligns with District Goal

Formative Measures: BIG Attendance Data, Infinite Campus Attendance Data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PBIS				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
1	Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism. Create and implement a It's a small world system of incentives and recognition for students and families who demonstrate improved attendance and build in cultural recognition through family pictures in countries around the world of the cafeteria. Conduct home visits for students who are at risk of chronic absenteeism. Offer opportunities for parents/guardians to become involved in the community through volunteering and participating in monthly Stead Community Team Meetings Match each at-risk student with a staff member based on factors such as personality, background, and availability. Schedule regular meetings between admin and attendance support team to check-in, set goals, and provide support. Celebrate achievements related to improved attendance.	Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)	Weekly in staff newsletter. And monthly with PBIS team.	No review	No review	No review

Position Responsible: Ryan Doetch-Youngblood (Principal), Deborah Evanchak (Assistant Principal), and Kasey Forshey (Dean)

Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness	
Problem Statement 1: 18% of students considered chronically absent for 2024-2025 school year	**Critical Root Cause**: lack of student and family connectedness to school

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see Addendum

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

When Principal meets with families once a month during "Donuts with the Principal," Parent and community input with will be solicited about the plan.

2.2: Regular monitoring and revision

Leadership meets monthly with parents to discuss the monitoring of each strategy and lessons learned.

2.3: Available to parents and community in an understandable format and language

All literature (website, newsletter, etc) are translated into Spanish and all whole group parent meetings are interpreted.

2.4: Opportunities for all children to meet State standards

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions.

2.5: Increased learning time and well-rounded education

Title one funds are used to assist students with Learning such as a bilingual aide and an Instructional Assistant that assist with interventions. In addition, staff are subbed out during extended common planning to meet the needs of students and provide additional opportunities during interventions and Tier 1 instruction to provide increase learning time.

2.6: Address needs of all students, particularly at-risk

Through Title funds additional staff provide supports and instruction for youngest learners for early intervention.

3.1: Annually evaluate the schoolwide plan

The leadership will review IReady growth and more than typical growth to determine if Plan is effective. Furthermore, data will be shared with parents.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our FACE will be in involved in Parent Involvement and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Parents will have multiple opportunities to be involved in the classrooms, field trips and PTO.

Title I Personnel

Name	Position	Program	FTE
Brenda Chagolla	Bilingual Aide	Title 1	27 hours wkly
Elsa Goldstein	Counselor	Title1	.5
Jack Seltzer	Instructional Assistant	Kinder and First	35 hours weekly
Kasey Forshey	Dean	SIP	.5

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August 26, 2025	Well attended and informative. Having food trucks brought in higher attendance. Next year, we are going to host earlier, and we will be in a new school.
Book Fair	Oct 27-Oct 30	More advertising for volunteers.
Conference Week	Oct 24-Oct 30	Always a very successful week.
PTO Kick Off	September 9, 2025	Having a zoom meeting and in person allows more families to attend.
Harvest Festival	October, 24, 2025	This is one of our most attended events.

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Stead Elementary
District:	Washoe County
Principal:	Michelle Will
Principal email:	mwill@washoeschools.net
EL Specialist:	Megan Waugh
EL Specialist email:	mwaugh@washoeschools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• Stead 2024 ELA SBAC scores for 3rd through 5th grade students Proficiency 25% while proficiency of our EL students was 12% • Stead 2024 Math SBAC scores for 3rd through 5th grade students Proficiency 19% while proficiency of our EL students was 7% • Overall, 25% of 3rd grade students were proficient in ELA while only 13% of 3rd grade EL students were proficient in ELA • Overall, 24% of 4th grade students were proficient in ELA while only 18% of 4th grade EL students were proficient. • Overall, 24% of 5th grade students were proficient on ELA while only 4% of 5th grade EL Students were proficient.
Adult Learning Culture	• Teaches do not adequately have the expertise to implement effective teaching strategies to support our EL learners (GLAD, Elevation) • In 5th grade 3 out of the 4th grade teachers are new to the profession or new to the grade level. In 4th grade 2 out of the 4 are new to the profession. In 3rd grade, 3 out of 5 teachers are new to the profession or new to the grade level.
Connectedness	• *20% of our EL students have attendance less than 90% or are considered chronically absent*

English learner Achievement Root Cause Analysis Summary	The 2024 SBAC scores for Stead Elementary's 3rd-5th grade students show low proficiency in both ELA and Math, with proficiency rates significantly lower for English Learner (EL) students: • **Overall ELA Proficiency**: 25% • **Overall Math Proficiency**: 19% • **EL Students ELA Proficiency**: 12% • **EL Students Math Proficiency**: 7% **Inadequate Teacher Preparation for EL Support**: • Teachers may not be well-trained or confident in using evidence-based strategies (like GLAD or Elevation) that are effective for EL learners. • New or inexperienced teachers may struggle with differentiating instruction, classroom management, and curriculum adaptation. **High Turnover/Staff Instability**: • The large number of new or inexperienced teachers in 3rd, 4th, and 5th grades might impact instructional quality and consistency. • Experienced teachers are often better equipped to handle diverse learning needs, including those of EL students. **Attendance Challenges**: • Chronic absenteeism among EL students reduces the continuity of learning and limits their exposure to language and content instruction, impacting performance. **Lack of Targeted Support for EL Students**: • The proficiency gap suggests that EL students may not be receiving sufficient targeted interventions to address their specific language and academic needs. • There might be gaps in access to tailored instructional resources or specialized staff support for EL students.

NEVADA Department of Education

School English Learner Academic Achievement Plan

English Learner Achievement Problem Statement	At Stead Elementary School, the 2024 SBAC assessment results for 3rd through 5th grade students indicate a significant proficiency gap in ELA and Math, particularly among English Learner (EL) students. Overall, only 25% of students are proficient in ELA and 19% in Math, while proficiency for EL students is notably lower at 12% for ELA and 7% for Math. The proficiency gap increases in higher grade levels, with 5th-grade EL students showing only 4% proficiency in ELA. Contributing factors include a high number of inexperienced teachers, insufficient expertise in EL instructional strategies, and chronic absenteeism, with 20% of EL students attending less than 90% of the time. These factors suggest a need for improved teacher training, consistent instructional support, and strategies to enhance attendance and engagement for EL students.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the end of the 2024-2025 school year, the ELA proficiency rate of 3rd through 5th grade English Learner students will increase from 12% to 20% on the SBAC assessment through targeted professional development, instructional support, and attendance interventions, with progress reviewed quarterly to ensure effective implementation and equitable outcomes.
Performance Objective	To achieve a 20% ELA proficiency rate for 3rd through 5th grade English Learner (EL) students by the end of the 2024-2025 school year, Stead Elementary will implement the following actions: 1. **Professional Development**: ○ **By December 2024**, 100% of 3rd-5th grade teachers will complete targeted professional development monthly on evidence-based EL instructional strategies (e.g., GLAD, Elevation). ○ **By March 2025**, teachers will participate in two follow-up coaching sessions to support implementation in the classroom. ○ Progress will be monitored through lesson observations and teacher feedback. 2. **Targeted Instructional Support**: ○ **By September 2024**, EL teachers will conduct small-group interventions for identified approaching students, focusing on areas of greatest need as indicated by diagnostic assessments. ○ **Monthly**, progress monitoring assessments will be conducted to measure improvement in EL students' reading and language comprehension

	skills, with adjustments to interventions as needed. 3. **Attendance Improvement**: ○ **By November 2024**, establish a school-wide attendance initiative aimed at reducing chronic absenteeism among EL students by at least 10%, with a focus on students currently attending less than 90% of the time. ○ Monthly, analyze attendance data to identify trends, and conduct outreach to families of chronically absent EL students, providing support and resources to encourage regular attendance. 4. **Progress Monitoring and Evaluation**: ○ **Quarterly**, review ELA progress for EL students using interim assessments and adjust instructional strategies based on data. ○ **End of Year 2024-2025**, compare final SBAC scores to baseline data to evaluate achievement of the 20% ELA proficiency goal.
Strategies for APO/Goal	• Identify EL students' specific skill gaps using diagnostic assessments and provide targeted support in small groups. • Focus on phonics, reading fluency, comprehension skills, and vocabulary development tailored to the individual needs of EL students. • Use IREADY adaptive learning software to differentiate instruction and provide additional practice.
Action Steps for Strategies	• Implement target professional development monthly (EL teachers and EL Facilitator) • All staff are given and are expected to utilize the Elevation to benchmark crosswalk document to provide EL strategies incorporated with district mandated curriculum. (Admin and El facilitator) • Implement teacher goal setting and twice yearly data chat with emphasis on EL Students (Admin) • Implement informal walk through providing specific feedback (EL Facilitator) • Provide specific coaching and/or modeling of effective teaching strategies (El Facilitator and coaches) • 30 minute daily ELA Intervention time for every grade level embedded in schedule following the walk to learn where all hands are on deck. (grade levels in collaboration with admin)

	• EL teachers focusing small group intervention for students who are considered "approaching proficiency" (EL teachers)
Position Responsible	See above
SMARTIE Goal #2	By the end of the 2024-2025 school year, the Math proficiency rate of 3rd through 5th grade English Learner students will increase from 7% to 15% on the SBAC assessment through targeted professional development, math-specific instructional strategies, and attendance interventions, with progress reviewed quarterly to ensure effective implementation and equitable outcomes.
Performance Objective	**Professional Development for Math Instruction** • **By December 2024**, 100% of 3rd-5th grade teachers will participate in monthly professional development on math-specific strategies tailored for EL students, including approaches for teaching mathematical vocabulary, conceptual understanding, and problem-solving skills. • **By April 2025**, teachers will participate in at least two follow-up coaching sessions to ensure effective implementation of the strategies, with a focus on differentiation and scaffolding in math instruction. **Small-Group Math Interventions** • **By January 2025**, initiate targeted small-group math interventions for EL students who are performing below grade level, with sessions held at least three times a week. • **Monthly**, assess student progress using formative math assessments, adjusting small-group instruction based on the data to address specific areas of need. **Attendance and Engagement** • **By November 2024**, reduce the percentage of chronically absent EL students by 10% through implementing attendance initiatives, including family outreach, attendance incentives, and one-on-one mentoring for students with attendance challenges. • **By February 2025**, have 90% of EL students attending school regularly (above 90% attendance), ensuring they have consistent access to math instruction.

	Use of Math-Specific Instructional Strategies • **By March 2025**, 80% of teachers will demonstrate effective use of math-specific instructional strategies during classroom observations, including the use of manipulatives, visual aids, math vocabulary development, and real-life applications of math concepts. • Teachers will integrate culturally relevant examples and real-world scenarios to engage EL students in math lessons, monitored through lesson plans and classroom walk-throughs. **Quarterly Monitoring and Data Review** • **Quarterly**, conduct interim math assessments to monitor the progress of EL students, identifying trends and gaps. Adjust instructional approaches based on this data to ensure steady progress towards the year-end goal. • **By May 2025**, conduct a final review of EL students' math proficiency data to evaluate overall progress toward the 20% proficiency target, and identify successful strategies to continue and scale.
Strategies for APO	• Identify EL students' specific skill gaps using diagnostic assessments and provide targeted support in small groups. Focus on: • Provide hands-on learning opportunities using math manipulatives like counters, number lines, base-ten blocks, fraction strips, and geometric shapes to make abstract concepts concrete. • Use visual aids such as diagrams, graphs, charts, and models to support understanding, helping EL students make connections between visual representations and mathematical ideas. • Implement "Think Aloud" strategies to model problem-solving using visuals, walking students through the steps while emphasizing key language. Use IREADY adaptive learning software to differentiate instruction and provide additional practice.

Action Steps for Strategies	• Implement target professional development monthly (EL teachers and EL Facilitator) • Implement teacher goal setting and twice yearly data chat with emphasis on EL Students (Admin) • Implement informal walk through providing specific feedback (EL Facilitator) • Provide specific coaching and/or modeling of effective teaching strategies (El Facilitator and coaches) • 30 minute daily math Intervention time in teachers classroom during math block supporting students in small group and through I Ready adaptive lessons (grade level in collaboration with admin) • EL teachers focusing small group intervention for students who are considered “approaching proficiency” (EL teachers)
Position Responsible	See above