Clark County School District

Roger Gehring Academy

School Performance Plan: A Roadmap to Success

Roger Gehring Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Lana Roper
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Phone: (702)799-6899
School Designations: ☐ **Title I** ☐ **CSI** ☐ **TSI** ☐ **TSI/ATSI**

Our SPP was last updated on 9/23/22

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/roger_d._gehring_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Lana Roper	**Principal(s)** *(required)*
Erin Erdman, Assistant Principal	**Other School Leader(s)/Administrator(s)** *(required)*
Amanda Massy, Natasha Yazdani, Kim Anderson, Kathleen Bravin, Rebecca Williams, Amanda Carrillo, Joslyn Calaway, Liz Dymond, Deena Horner Angela Phelan, Messina Walters, Heather Whitney	**Teacher(s)** *(required)*
Amanda Galvin	**Paraprofessional(s)** *(required)*
Jennifer Chevez *Jamie Cooper, SOT*	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

**Add rows as needed*	

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
PTA Meeting	9/14/22	• Interventions/Differentiation for higher level students
Leadership Team	8/23/22 9/6/22 10/11/22	• Math should become a focus in intervention/small groups • Additional support for CTT's • Lesson Plans still developing • Kagan still developing • Staff morale is improved-needs to continue • Student stamina is still developing • Add consistent aides for support in classroom
Advisory Team	9/19/22 9/26/22 10/3/22 10/12/22	• Incorporation of a 'Math Around the School Program' • Integration of math games for 2nd grade • Ensure that 5th grade utilizes their intervention time to pull differentiated groups • Creating a menu of teachers for other teachers to observe their peers in various activities (instruction, Kagan, classroom management, etc.) • Expectations and Procedures for CTT's
SOT	9/28/22 10/19/22	• How do we select the amount of time for Parent Teacher Conference Day and the topics covered?



School Goals

The school goals were developed over a series of ten events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1A - Student Success (Math)

Part A

<table>
<tr><th colspan="4">Student Success</th></tr>
<tr><th></th><th>Student Performance</th><th>Social and Emotional Learning</th><th>Access to Rigorous Texts and Tasks</th></tr>
<tr><td rowspan="3">Data Reviewed</td><td>MAP data, Performance Tasks, Student Data Sheets, Student Grade Analysis, 3 year trends, Attendance, and Enrollment</td><td>Behavior Referrals, Wellness Team Referrals, and RTI data</td><td>Observations, Curriculum Review, Envisions, Dreambox, MAP Accelerator, and Freckle</td></tr>
<tr><td colspan="3">Areas of Strength:
Spring MAP proficiency was a strength (3rd: 80%; 4th: 73%; 5th: 67%)
Fall MAP proficiency was a strength (avg 82.16%)
SBAC data shows 3rd grade at 70.8% proficient
We reduced the gap between Hispanic and Asian subgroups (13% point difference)</td></tr>
<tr><td colspan="3">Areas for Growth:
Attendance for 2021-2022 was 20% chronic absenteeism
5th grade Fall MAP proficiency is a concern (72%)
SBAC data shows 4th and 5th grade as a concern (4th: 65.5%; 5th: 46.9%)
AGP for Multiracial (57.1%), 5th grade (65.3%), and Females (66.7%) is a concern.</td></tr>
<tr><td>Problem Statement</td><td colspan="3">There is a concern in math overall. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding. The following are the projected proficiencies by grade level which show a concern (below the overall proficiency of school for 2021-2022):
Projected proficiency for spring SBAC based on fall MAP projections show a concern for the following subgroups in 3rd grade.<ol type="a">
African American projected proficiency-48.1%
Caucasian projected proficiency-61.7%</td></tr>
</table>

	2. Projected proficiency for spring SBAC based on fall MAP projections show a concern for the following subgroups in 4th grade. a. African American projected proficiency- 57.1% b. Hispanic projected proficiency- 61.1% 3. Projected proficiency for spring SBAC based on fall MAP projections also show a concern for subgroups in 5th grade. a. Hispanic projected proficiency- 34.3% b. Multiracial projected proficiency-35.7% c. African American projected proficiency- 37.6% d. Caucasian projected proficiency-43.4% 4. Overall projected proficiency for 3rd, 4th, and 5th grade is 63.7%. Trend data is: 63.85% (2018), 63.8% (2019), 47.7% (2021), and 61.8% (2022)
Critical Root Causes	• The differentiated/intervention group (CTT) time was disrupted with staff absences and covering classes without substitutes. • There is a need in the grade levels to define the small group/intervention time in the classroom; as well as, at home (45 minutes per week on MAP Accelerator, DreamBox, XtraMath-depending on grade level)

Part B

Student Success	
School Goal: 1. Increase the percentage of all students proficient in math from 60.9% (2022) to 68% (2023) as measured by state summative assessments. 2. Increase the percentage of all students proficient in math from 64.66% (fall) to 80% (spring) as measured by the MAP assessment. 3. Decrease the proficiency gap between 4th grade Asian and Hispanic subgroups by 2% points from 16% to 14% as measured by state summative assessments. 4. Increase AGP (Adequate Growth Percentile from 57.1% for Multiracial students to 63%.	**Aligned to Nevada's STIP Goal:** #3 and #5

Improvement Strategy: Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessment (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through CTTs to provide remediation and enrichment based on data analysis. Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving. In this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills. School-wide blended learning programs (Freckle, Dreambox, MAP Accelerator) will be utilized to support individualized learning in conjunction with whole and small group instruction. Data will be reviewed and monitored on students' individual data sheets, MAP growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap. Students identified as needing more assistance will meet in a small group with CTTs and/or learning strategists.

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

Intended Outcomes:
Increase the percentage of students meeting Adequate Growth Percentile (AGP) from 75% to 80% as measured by state summative assessments and reported on the Nevada School Performance Framework (NSPF).

Action Steps:

- Active participation from all staff members during weekly planning meetings and monthly PLC meetings.
- Agendas and minutes from all meetings.
- Student data sheets reviewed with administration, in RTI, and in planning meetings.
- Review of lesson plans to account for: objectives, learning targets, components of an effective lesson, assessment strategies, and small group.
- Review of CTT schedules and data to assess student progress.
- Data from formal and informal observations and post-conferences.
- Addition of Xtra Math in 4th grade to utilize in conjunction with MAP Accelerator.

Resources Needed:

- Lesson plans, observation notes, student data sheets, data reports from blended learning programs, CTT data, formative/summative assessment data, parent communication (emails, progress reports, etc).

Challenges to Tackle:

- Monitor students: stamina, following policies/procedures, parental support.
- Consistent review of lesson plans, meeting/planning minutes.

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

English Learners:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Foster/Homeless:
Sessions with MLT as needed, SEL check in form, Title I Hope resources, equitable access to educational opportunities, 1-1 Chromebooks, student data sheets, RTI documentation, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Free and Reduced Lunch:
All students receive free lunch and breakfast, equitable access to educational opportunities, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Migrant:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Racial/Ethnic Minorities:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Students with IEPs:
Consistent aides for support in the classroom, push-in/pull-out services, consistent data collection from teachers and instructional assistants, study hour at the end of the day , 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Inquiry Area 1B - Student Success (ELA)

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	MAP data, Performance Tasks, Student Data Sheets, Student Grade Analysis, 3 year trends, Attendance, and Enrollment	Behavior Referrals, Wellness Team Referrals, and RTI data	Observations, Curriculum Review, Ready Gen/Standards Plus, Exact path, and AR reports.
	Areas of Strength:		

	• Spring MAP proficiency was a strength at 77.5% overall. • Fall MAP proficiency was a strength at 83.16%. • SBAC proficiency was a strength at 74.8%. • SBAC data shows 5th grade at 79.2% proficient. • We reduced the proficiency gap between our Asian (86.73%), Hispanic (73.73%), and Caucasian subgroups (76.47%). • Fall MAP for 5th grade was a strength at 12 students not proficient in reading and an 88% proficiency rating for Fall.
	Areas for Growth: • Attendance for 2021-2022 was 20% chronic absenteeism. • The AGP for our ELL students (50%), African-American students (71.4%), and 4th grade (77%) is a concern.
Problem Statement	1. There is a concern overall with three year trend data in ELA proficiency: 75% (2018), 79.6% (2019), 55.7% (2021), and 74.9% (2022). 2. There is a concern about the decrease in students' AGP from 85.5% (2019), 54.5% (2021), and 81.2% (2022). 3. There is a concern regarding projected SBAC proficiency for Hawaiian or other Pacific Islander (61.06%); Caucasian (66.05%); Hispanic (68%); Black (71.48%); and Multiracial (77.15%). 4. There is a concern regarding the proficiency gap in 3rd, 4th, and 5th grade students among Asians and all other subgroups on the Fall MAP proficiency: Asian (89.66%); Black (69%); Caucasian (60%); Hispanic (67.33%); Mutiracial (67.33%)
Critical Root Causes	• The differentiated/intervention group (CTT) time was disrupted with staff absences and covering classes without substitutes. • There is a need in the grade levels to define the small group/intervention time in the classroom; as well as, at home (45 minutes per week on Exact Path).

Part B

Student Success	
School Goal: 1. Increase the overall % of students proficient in ELA from 74.9% (2022) to 80% (2023) as measured by state summative assessments.	**Aligned to Nevada's STIP Goal:** #1 and #5

2. Decrease the overall proficiency gap among Asians and all other subgroups by 6% points.	

Improvement Strategy: Review of Achieve the Core/NVAC standards to focus on most important concepts for students to master in each grade, review assessments (formative and summative) consistently to form flexible grouping with in-class small, differentiated grouping and additional small group support through learning strategists who will provide remediation and enrichment based on data analysis. Staff will expand project-based learning to enhance inquiry-based approaches to work through real-life problem solving; in this process, students and teachers will use Kagan structures to focus on building communication, collaboration, and problem-solving skills. School-wide blended learning programs (Exact Path, AR) to support individualized learning in conjunction with whole and small group instruction. Data will be reviewed and monitored on students' individual data sheets, MAP growth assessment reports, FocusED data reports, FocusED grade analysis reports, progress reports, RTI referrals, and observation notes. Student subgroup data will be monitored to examine if students are closing the performance gap. Students identified as needing more assistance will meet in a small group with the Read by Grade 3 strategist and/or learning strategist.

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

Intended Outcomes:
Increase the overall % of students proficient in ELA from 74.9% (2022) to 80% (2023) as measured by state summative assessments.

Action Steps:
- Active participation from all staff members during weekly planning meetings and monthly PLC meetings.
- Agendas and minutes from all meetings.
- Student data sheets reviewed with administration, in RTI, and in planning meetings.
- Review of lesson plans to account for: objectives, learning targets, components of an effective lesson, assessment strategies, and small group.
- Review of learning strategists schedules and data to assess student progress.
- Data from formal and informal observations and post-conferences.

Resources Needed:
- Lesson plans
- Observation notes
- Student data sheets
- Data reports from blended learning programs
- Anecdotal data from learning strategists
- Formative/summative assessment data

- Parent communication (emails, progress reports, etc).

Challenges to Tackle: *Insert during Event 5*

- Monitor students: stamina, following policies/procedures, parental support.
- Consistent review of lesson plans, meeting/planning minutes.

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

English Learners:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction through Imagine Learning (36 site licenses), 1-1 Chromebooks, and individualized blended learning curriculum.
Foster/Homeless:
Sessions with counselor and/or social worker as needed, Title I Hope resources, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, student data sheets, RTI documentation, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Free and Reduced Lunch:
All students receive free lunch and breakfast, SEL check ins, equitable access to educational opportunities, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Migrant:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Racial/Ethnic Minorities:
Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), use of Title III funds to support instruction, 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.
Students with IEPs:
Consistent aides for support in the classroom, push-in/pull-out services, consistent data collection from teachers and instructional assistants, study hour at the end of the day , 1-1 Chromebooks, individualized blended learning curriculum, positive behavior/brag tag incentive, sentence stems, feedback/goal sheets, and breaking tasks up.

Inquiry Area 2 - Adult Learning Culture

Part A

<table>
<tr><th colspan="4">Adult Learning Culture</th></tr>
<tr><th></th><th>Instructional Practice</th><th>Instructional Leadership</th><th>Systems and Structures that Support Continuous Improvement</th></tr>
<tr><td rowspan="3">Data Reviewed</td><td>Current instructional programs: PLTW, ReadyGen, Envisions, Standards Plus, and novel sets.</td><td>School-wide leadership:
School Advisory Team
Academic Excellence Committee
Diversity Committee
Innovative Curriculum and Professional Development Committee
Leadership Committee
Family and Community Partnerships Committee</td><td>Weekly planning meetings, monthly cadre meetings, monthly staff meetings, weekly RTI leadership meetings, weekly advisory team meetings, CTT/strategist schedule review, weekly lesson plans, and weekly flexible grouping plans.</td></tr>
<tr><td colspan="3">Areas of Strength:
Grade level meetings are consistent and focus on instructional needs.
RTI meetings are thorough and collaborative.
Differentiated reading and math groups assist in meeting all students' current levels and bringing them up (not too easy and not too hard).</td></tr>
<tr><td colspan="3">Areas for Growth:
There is a need for continued improvement in differentiated and intervention groups in the classroom.
There is a need for set times (ie. 45 minutes per week) of MAP Accelerator/DreamBox/XtraMath and Exact Path to be completed in class or at home.
There is a need to keep time with the CTT’s sacred and not pull them for subbing in classrooms.</td></tr>
<tr><td>Problem Statement</td><td colspan="3">There is a concern overall with consistent usage of instructional materials, differentiation/intervention groups, and assigned pathways in MAP Accelerator/DreamBox/XtraMath and Exact Path. There is also a concern with absences as a whole (staff and</td></tr>
</table>

	students).
Critical Root Causes	• The differentiated/intervention group (CTT) time was disrupted with staff absences and covering classes without substitutes. • There is a need in the grade levels to define the small group/intervention time in the classroom explicitly; as well as, at home (45 minutes per week on MAP Accelerator, DreamBox, Exact Path; XtraMath-depending on grade level).

Part B

Adult Learning Culture	
School Goal: Increase the percent of lesson plans that consistently include school-wide expectations (Objectives and student friendly targets, Components of an effective lesson, Kagan structures, Assessment (formative and summative), Differentiated reading/flexible grouping, Project-based learning) from 66.6% (fall) to 80% (winter) to 100% (spring) as measured by weekly lesson plan review. Increase the number of staff members proficient in Kagan structures from 65.8% (fall) to 70% (winter) to 80% (spring) as measured by lesson plan review and classroom observations.	**STIP Connection:** #2
Improvement Strategy: The improvement strategy is multi-faceted: • **Continue to Increase staff support moral by doing more "little things" to show support/celebrate the hard work happening in our building** • **Offer PD on case by case basis to support staff in areas where more assistance is needed** • **Use observation data to ensure all lessons contain components of an effective lesson and awareness of NEPF** • **Increase social/emotional support networks and instructional strategies for both staff and students** • **Continue to revise the RTI process to include more support for students social/emotional development** • **Continue to survey staff anonymously to ensure they feel supported, including ideas on HOW we can best provide support (Oct/Mar)**	

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

Intended Outcomes:

- Staff will use all programs consistently in alignment with school-wide expectations.
- Staff will feel a boost in morale and feel confident in meeting all expectations.
- Students will improve stamina leading to a school-wide decrease in behavior.

Action Steps:

- Advisory team will continue to brainstorm ideas to celebrate and show support for staff
- Survey staff for PD ideas and decide which are mandatory and which are optional
- Consistent classroom observations with post-conference feedback/reflection sessions
- Full-cycle observations
- Counselor to work with staff on social/emotional lessons and support networks
- Weekly RTI meetings, agendas, and notes
- Staff surveys

Resources Needed:

- Agendas and minutes from all meetings
- Google Form surveys
- NEPF observation tools
- Lesson plans
- Student data sheets
- Data from: MAP assessments, performance task assessments, exit tickets (etc. other formative assessment data), Exact Path, Dreambox, MAP Accelerator, and AR.

Challenges to Tackle:

- Consistent monitoring of lesson plans
- Teacher's consistent practice of school-wide expectations
- Meeting PLTW/PBL expectations

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

English Learners:

- Kagan training for staff
- PBL integration
- Whole language models to support language development

Foster/Homeless:

- SEL check ins
- Family communication
- School Wellness Team

Free and Reduced Lunch:

- School Wellness Team
- SEL check ins
- Family communication

Migrant:

- School Wellness Team
- SEL check ins
- Counselor/Social Worker/Title I Hope

Racial/Ethnic Minorities:

- Family communication
- SEL check ins
- Focus ED Data
- Grade Analysis

Students with IEPs:

- Consistent aides for support in the classroom
- Family communication
- SEL check ins
- Focus ED Data
- Grade Analysis

Inquiry Area 3 - Connectedness

Part A

<table>
<tr><th colspan="4">Connectedness</th></tr>
<tr><th></th><th>Student</th><th>Staff</th><th>Family & Community Engagement</th></tr>
<tr><td rowspan="3">Data Reviewed</td><td>Behavior Reports, Chronic Absenteeism, Panorama Surveys, Enrollment Data, Districtwide Survey Results</td><td>Staff Surveys, Lesson Plans, Staff Attendance Reports, Districtwide Survey Results</td><td>SOT, PTA, Parentlink Communications, Districtwide Survey Results</td></tr>
<tr><td colspan="3">Areas of Strength:
Increase in communication through weekly newsletter (parents and staff) and Dojo messages to families
Staff state that the morale has improved from last school year and they want to see it continue to go up
Created a Canvas template for staff to use for their landing pages with a daily SEL survey for students</td></tr>
<tr><td colspan="3">Areas for Growth:
Chronic Absenteeism was 20% for 2021-2022 school year. We lost 8 points on the NSPF for absenteeism.
Teachers continue to be absent regularly and there is a need for a Substitute on Special Assignment (SOSA)
We are short an Early Childhood teacher with no prospects
SEL is in high demand and we are seeing increases in Care Solace referrals
Only 70.73% of parents report that they know what goes on inside the school</td></tr>
<tr><td>Problem Statement</td><td colspan="3">Students- There is a concern overall with students adapting to school structure post COVID shutdown, increase in screen time, time spent in distance learning, and parents enabling learned helplessness in their child. There is also a concern with a high number of student absences.
Staff- There is concern overall with staff fear of not being able to meet expectations/feeling overwhelmed, decrease in morale due to lack of district support/feeling appreciated (no contract, issues with THT). There is also a concern with the amount of parent concerns to address/excuses for students' behavior. Further, there is a concern with staff feelings on using Canvas LMS. Finally, there is a concern with staff absences.</td></tr>
<tr><td>Critical Root Causes</td><td colspan="3">Students and staff need social-emotional education to deal with stress and their emotions in a Post-Covid environment.</td></tr>
</table>

Part B

Connectedness	
School Goal: SMART GOAL ● Increase the number of staff members who feel appreciated and supported from 94.29% (fall) to 100% (spring) as measured by staff surveys. ● Decrease the number of students chronically absent from 20% to 10% for 2022-2023.	**STIP Connection:** #2 and #6
Improvement Strategy: ● Continue to celebrate staff- increase acknowledgement of what is being done to improve student success and social/emotional growth, increase opportunities to thank staff for their hard work and dedication. ● Continue to celebrate students with spirit days/incentives for students to be at school and work toward their goals. ● Continue to communicate with parents and to help them understand school goals/expectations and also to receive input/feedback ● Increase of volunteers to assist staff; to include, Foster Grandparents (3), community members for PBL, and parent volunteers. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 1*	
Intended Outcomes: ● Improve staff morale ● Improve students enjoyment coming to school ● Improve communication with parents ● Improve attendance for staff and students	
Action Steps: ● Monthly staff appreciation efforts ● Monthly recognition of teacher efforts ● Monthly spirit days ● Attendance program/incentives for coming to school	
Resources Needed: ● Cadre meeting minutes ● Staff surveys ● Incentives to promote attendance ● PTA agendas/minutes	

- SOT agendas/minutes
- Family surveys for input/feedback
- Treats for staff appreciation efforts

Challenges to Tackle:

- Keeping a focus on staff morale while continuing high rigor and expectations.
- Keeping a focus on student attendance through our attendance program.
- Keeping a focus on student academic and social/emotional growth while maintaining high rigor and expectations.

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

English Learners:

- Make sure communication is offered in different languages
- Attendance program/provide resources to ensure students have adequate materials
- SEL check ins

Foster/Homeless:

- Counselor support/social services support
- SEL check ins
- Attendance program/provide resources to ensure students have adequate materials

Free and Reduced Lunch:

- SEL check ins
- Attendance program/provide resources to ensure students have adequate materials

Migrant:

- Counselor support/Social services support
- SEL check ins
- Attendance program/provide resources to ensure students have adequate materials

Racial/Ethnic Minorities:

- Counselor support/Social services support
- SEL check ins
- Attendance program/provide resources to ensure students have adequate materials
- Student surveys

Students with IEPs:

- Consistent aides for support in the classroom
- Counselor support/Social services support
- SEL check ins
- Attendance program/provide resources to ensure students have adequate materials

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget (ELL) (At-Risk)	$521,869 (211,960) (248,616)	-Teacher wish lists for needed materials -PLTW materials -Technology refresh -Kagan training -PBL training -Magnet Conference in Dallas, TX -Books for students	Goal 1A, 1B, 2, and 3