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.

Commented [1]: Hello @youngm@nv.ccsd.net
Please REPLY "Approved" to this comment when the School Plan of Operation has been approved. The School Improvement Department will notify the building administrator that the plan has been approved and is ready to be posted on the school's website and shared with the school community.
Thank you,
School Improvement Department

-Status Check 2 has been completed.
Assigned to youngm@nv.ccsd.net

Commented [2R1]: Approved

Assistant Principal: Erin Erdman
School Website: gehringes.com
Email: conviel@nv.ccsd.net
Phone: (702)799-6899

School Designations: **Title I** **MRI** **CSI** **TSI** **ATSI**

Our SPP was last updated on 6/20/2023

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/2023/nspf/.

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
TBD	**Principal(s)** *(required)*
Erin Erdman, Assistant Principal	**Other School Leader(s)/Administrator(s)** *(required)*
Natasha Yazdani, Kim Anderson, Kathleen Bravin, R. Williams, Melissa Wegman, Liz Dymond, Deena Horner Angela Phelan, Messina Walters, Heather Whitney, Jamie Petersen, Nicole Shlomo	**Teacher(s)** *(required)*
Gina Brinkman	**Paraprofessional(s)** *(required)*
Veronica Wagoner *Amanda Massy* *Maya Elliot (SOT), Sonia Azizian (SOT)*	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

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	Next Mtg. September, 2023	
Leadership Team	5/9/23	• 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	5/15/23	• 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 • Expectations and Procedures for CTT's • Interventions/Differentiation for higher level students
SOT	5/18/23	• Possible snack time for all grades to assist with midday slump

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

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, Envisions, Exact Path
	Areas of Strength: ● *Spring math MAP proficiency grew from Fall (avg 82.16%) to Spring (avg 83%)* ● *Asian students averaged 81.83% proficiency on the Spring math MAP assessment* ● *Kinder Spring math MAP proficiency was 93% a 9% increase from the Fall* ● *5th grade Spring math MAP increased from 72% in the Fall to 83% in the Spring (11% increase)*		
	Areas for Growth: ● *Spring math MAP scores continue to be an area of concern; especially, 4th grade math (75% proficiency)* ● *Only 54% of students met their projected growth on the Spring math MAP assessment* ● *The African American average math proficiency 67.16% (14.67% difference from Asian subgroup)* ● *Students did not make the expected growth in grades 1, 2, and 4 for Spring math MAP* ● *Female students did not make the expected growth in grades 1, 2, 3, and 4 for Spring math MAP* ● *Projected math proficiency is 65%* ○ *Projected math proficiency for females is 65% vs. males 68%* ○ *Projected math proficiency for Native Hawaiian/Pacific Islanders is 45% vs. Asian 76%*		

Problem Statement	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: 1. Projected proficiency for spring math SBAC based on spring math MAP projections show a concern for the following subgroups in 3rd grade. a. African American projected math proficiency-54% b. Native Hawaiian/Pacific Islander math projected proficiency-67% 2. Projected math proficiency for spring SBAC based on spring math MAP projections show a concern for the following subgroups in 4th grade. a. Native Hawaiian/Pacific Islander projected math proficiency-25% b. African American projected math proficiency- 55% c. Hispanic projected math proficiency- 56% d. Multiracial projected math proficiency-58% 3. Projected math proficiency for spring SBAC based on spring math MAP projections also show a concern for subgroups in 5th grade. a. Hispanic projected math proficiency- 51% b. Native Hawaiian/Pacific Islander projected math proficiency-50% 4. Overall projected math proficiency for 3rd, 4th, and 5th grade is 66.5%. Trend data is: 63.85% (2018), 63.8% (2019), 47.7% (2021), and 61.8% (2022)

Critical Root Causes	• There is a need to ensure all teachers understand the full and implied intent of the math standards. • There is inconsistency in Tier 1 math instruction and small grouping within each of the grade levels. • There is a need to increase math growth with all students; especially, students who are high achieving. Time will be given during acceleration time to assist in growing our students. • The differentiated/intervention group (CTT) time was disrupted with staff absences and covering classes without substitutes. • After the Winter MAP assessments, teachers had data days to review their data and make mid course corrections. It was evident through the notes that teachers struggled in the implementation of mid course corrections. They could identify the areas of need, but could not explain what they were going to do specifically to increase student outcomes. More professional development is necessary to assist in helping teachers make significant mid course corrections. • There is a need in the grade levels to define the small group/intervention time in the classroom; as well as, at home (40 minutes per week on ExactPath Reading and Math).

Part B

Student Success	
School Goal: 1. Increase the percentage of all students projected proficient in math from 83% (spring, 2023) to 86% (spring, 2024) as measured by the MAP assessment. 2. Increase the percent of students in all subgroups who meet their projected growth on the 2024 Spring math MAP. • Native Hawaiian/ Pacific Islander 47% (spring MAP) • Asian 48% (spring MAP) • Multiracial 52% (spring MAP) • Caucasian 53% (spring MAP) • African American 54% (spring MAP) • Hispanic 59% • American Indian/ Alaskan 75% 3. Increase projected proficiency and growth in 4th grade math • Projected Proficiency Spring MAP 75% • Met Projected Growth Spring MAP 35%	**Aligned to Nevada's STIP Goal:** #3 and #5

Improvement Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs.

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

Intended Outcomes:
Increase the percentage of students meeting projected growth in math from 57% to 65% as measured by MAP assessments and increase the projected CRT proficiency from 66.5% to 70%.

Action Steps:

- Active participation from all staff members during weekly planning meetings and 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: learning intentions, success criteria, components of an effective lesson, assessment strategies, and small group.
- Allow time (PLC's) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.
- Review of CTT schedules and data to assess student progress.
- Data from formal and informal observations and post-conferences.
- Additional time for PLC's, data days, and expert walks.
- Build school-wide consistent use of number talks and mathematical problem solving strategies.
- Increase teacher and student knowledge of DOK levels in each content area.
- 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 (ExactPath) will be utilized to support individualized learning in conjunction with whole and small group instruction.
- Data will be reviewed and monitored on students' individual goal 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.

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:

- Some students have decreased stamina; difficulty following policies/procedures; and/or struggle receiving family support. Administration and specialists will monitor identified students and provide support.
- Some staff members may be reluctant to implement, non-negotiable, high quality standards for teaching and learning within the classroom. Administration will consistently review lesson plans, instruction, and 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 (Reading)

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	MAP data, WIDA, 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 reading MAP proficiency grew from Fall (74.33%) to Spring (83%)* ● *2023 Spring Reading MAP proficiency was a strength (3rd: 89%; 4th: 82%; 5th: 84%)* ○ *2022 Spring reading MAP proficiency was 77.5% overall.* ● *Asian students average 93% proficiency in reading on the Spring MAP* ● *3rd grade Spring reading MAP proficiency was 89% a 5% increase from Fall* ● *Kinder Spring reading MAP increased from 79% in the Fall to 89% in the Spring (10% increase)* ● *We reduced the reading proficiency gap between our Asian (93%), Hispanic (81%), and Caucasian subgroups (87%).* ● *All subgroups made growth from the Fall reading MAP regarding the proficiency gap of Asians and all other subgroups.* ○ *Asian: Fall 89.66% / Spring 93%* ○ *African American Fall 69% / Spring 84%* ○ *Caucasian Fall 60% / Spring 87%* ○ *Hispanic Fall 67.33% / Spring 81%* ○ *Multiracial Fall 67.33% / Spring 89%* ● *WIDA reading scores indicate 46/67 EL students (68.65%) achieved proficiency in reading.*		
	Areas for Growth: ● Spring reading Proficiency scores dropped for 1st, 4th, and 5th grade ○ 1st grade scores dropped from 83% in the Fall to 82% in the Spring ○ 4th grade scores dropped from 87% in the Fall to 81% in the Spring ○ 5th grade scores dropped from 89% in the Fall to 84% in the Spring ● Only 57% of students met their projected growth on the Spring reading MAP assessment ○ Kinder 73% growth		

	○ 1st grade 53% growth ○ 2nd grade 57% growth ○ 3rd grade 48% growth ○ 4th grade 46% growth ○ 5th grade 56% growth ● The Native Hawaiian/Pacific Islanders average reading proficiency is 60% vs. Asian at 93% (33% difference) ● Projected reading proficiency indicates 66.5% of students will be proficient on the Spring SBAC ● WIDA scores indicate that 10/67 EL students (14.9%) achieved proficiency overall
Problem Statement	1. Projected reading proficiency for spring SBAC based on spring MAP projections show a concern for the following subgroups in 3rd grade. a. African American projected proficiency-52% b. Hispanic projected proficiency-66% c. Asian AND Native Hawaiian/Pacific Islander projected proficiency-67% 2. Projected reading proficiency for spring SBAC based on spring MAP projections show a concern for the following subgroups in 4th grade. a. Native Hawaiian/Pacific Islander projected proficiency-0% b. Hispanic projected proficiency- 55% c. African American projected proficiency- 57% d. Multiracial-58% 3. Projected reading proficiency for spring SBAC based on spring MAP projections also show a concern for subgroups in 5th grade. a. Hispanic projected proficiency- 56% b. Native Hawaiian/Pacific Islander-67% 4. Overall reading projected proficiency for 3rd, 4th, and 5th grade is 66.5%. 5. WIDA scores indicate 31.35% of EL students are not proficient in reading.
Critical Root Causes	● There is a need to ensure all teachers understand the full and implied intent of the reading standards. ● There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels. ● There is a need to increase reading growth with all students; especially, students who are high achieving. Time will be given during acceleration time to assist in growing our students. ● The differentiated/intervention group (CTT) time was disrupted with staff absences and covering classes without substitutes. ● After the Winter reading MAP, teachers had data days to review their data and make mid course corrections. It was evident through the notes that teachers struggled in the implementation of mid course corrections. They could

	identify the areas of need, but could not explain what they were going to do specifically to increase student outcomes. More professional development is necessary to assist in helping teachers make significant mid course corrections. ● There is a need in the grade levels to define the small group/intervention time in the classroom; as well as, at home (40 minutes per week on ExactPath Reading and Math).

Part B

Student Success	
School Goal: 1. Increase the percentage of all students proficient in reading from 84.9% (spring, 2023) to 87% (spring, 2024) as measured by the MAP assessment. 2. Increase the percent of students in all subgroups who meet their projected growth in reading on the 2024 Spring MAP. ● African American 47% (spring MAP) ● American Indian/ Alaskan 50% (spring MAP) ● Caucasian 52% (spring MAP) ● Hispanic 56% (spring MAP) ● Asian 59% (spring MAP) ● Multiracial 59% (spring MAP) ● Native Hawaiian/ Pacific Islander 60% (spring MAP) 3. Increase the percent of EL students proficient in reading from 68.65% to 71% on the WIDA assessment. 4. Decrease the overall proficiency gap among Asians and all other subgroups by 6% points.	**Aligned to Nevada's STIP Goal:** #1 and #5
Improvement Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH Into Reading (2)*	
Intended Outcomes: Increase the overall % of students proficient in reading from 74.9% (2022) to 80% (2024) as measured by state summative assessments.	
Action Steps: ● Active participation from all staff members during weekly planning meetings and 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: learning intentions, success criteria, components of an effective lesson, assessment strategies, and small group.
- Allow time (PLC's) to allow teachers to break down the standards and understand all components of each of the standards prior to instruction.
- Review of CTT schedules and data to assess student progress.
- Data from formal and informal observations and post-conferences.
- Additional time for PLC's, data days, and expert walks.
- 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.

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:

- Some students have decreased stamina; difficulty following policies/procedures; and/or struggle receiving family support. Administration and specialists will monitor identified students and provide support.

- Some staff members may be reluctant to implement, non-negotiable, high quality standards for teaching and learning within the classroom. Administration will consistently review lesson plans, instruction, and 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 (changing to HMH), 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 to ensure high quality Tier I instruction; time for professional learning, and time to meet for planning with grade level teachers (PLCs).</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 software pathways in Exact Path.</td></tr>
<tr><td>Critical Root Causes</td><td colspan="3">There is a need for continued improvement in differentiated and intervention groups in the classroom to ensure high quality instruction.
There is inconsistency in Tier 1 instruction and small grouping within each of the grade levels.
There is a need in the grade levels to define the small group/intervention time in the classroom explicitly</td></tr>
</table>

	● There is a need to ensure all teachers understand the full and implied intent of the standards. ● There is a need to increase growth with all students; especially, students who are high achieving. ● Professional development time is necessary to assist in helping teachers make significant mid course corrections after reviewing their data.

Part B

Adult Learning Culture	
School Goal: Increase teacher and student knowledge of DOK levels in each content area to ensure high quality teaching. Increase the percent of lesson plans that consistently include school-wide expectations (learning intentions, success criteria, 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: Teachers will engage in regular professional development and Professional Learning Communities (PLCs) following the Teaching and Learning Cycle expectations to plan instruction aligned to standards. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Professional Learning Communities (PLC) (2); Build a committed staff and provide professional development (1);*	
Intended Outcomes: ● Staff will use all programs consistently in alignment with school-wide expectations. ● Staff will increase knowledge on effective, high quality Tier 1 instruction and standards. ● Staff will have time to review data during data days and PLC's (after Fall and Winter MAP assessments) to assist in modifying units of instruction for students.	
Action Steps: ● Ensure data day / PLC time focuses on teacher identification of areas of growth and strength; including materials and instructional	

strategies to focus on achievement in identified areas.

- Advisory team will continue to review data to assist in maintaining a focus on social emotional and academic needs.
- 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
- Review the school-wide expectations to ensure that a laser focus is maintained on academic and social-emotional development with students during the first three days and during Staff Development Days.
- Ensure high quality Tier 1 instructional training during Staff Development Days and Kagan Structure Training throughout the school year.
- Ensure that teachers have full knowledge of the standards (explicit and implied).
- Ensure all grade levels have consistent data days (Fall and Winter) scheduled; PLC time embedded within the schedule; and instructional rounds (expert walks) during the school year to see peers engaged in high quality Tier 1 instruction.
- 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
- Continue to revise the RTI process to include more support for students social/emotional development

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, and AR.

Challenges to Tackle:

- Some staff do not utilize high quality teaching and learning practices; administration will consistently monitor lesson plans, instructional practices, and planning times (grade level and PLCs).
- Some staff do not follow the school wide expectations; administration will provide remediation of the expectations and monitor classrooms to ensure staff is consistent.
- Some staff do not follow the school wide expectations for PBL and PLTW. Administration will consistently monitor unit planning, lesson plans, and meeting notes to ensure the expectations are met.

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
- Students identified by ELL Department receive Imagine Learning as an intervention program

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

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Behavior Reports, Chronic Absenteeism, Panorama Surveys, Enrollment Data, Districtwide Survey Results	Staff Surveys, Lesson Plans, Staff Attendance Reports, Districtwide Survey Results	SOT, PTA, Parentlink Communications, Districtwide Survey Results
	Areas of Strength: ● Chronic absenteeism has decreased from 20% (2021-2022) to 10.9% (2022-2023) ● 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 ● In 2021-2022, 70.73% of parents stated they know what goes on in the school. The 2022-2023 results show 80.58% of parents surveyed know what goes on in the school.		
	Areas for Growth: ● Chronic Absenteeism must be 10% or below to receive full points on the NSPF (10.9%); so it continues to be an area for growth. ● Teachers continue to be absent regularly and there is a need for a Substitute on Special Assignment (SOSA) ● SEL is in high demand and we are adjusting our SEL lessons to support students and staff. As well, we are creating announcements on GNN (Gehring News Network) focused on SEL specifically. ● 89.32% of parents and 79.41% of students feel the school does a good job at preventing bullying ● SOT discussed a longing for more school events on campus.		
Problem Statement	**Students-** There is a concern with a high number of student absences and students' social emotional needs being met. **Parents-** There is a continued need of continuous communication with families; as well as, wanting additional school/family events throughout the school year. **Staff**- Teachers continue to feel stress with the demands of the profession which has increased since COVID.		
Critical Root Causes	● Students and staff need social-emotional education to deal with stress and their emotions in a Post-Covid environment. ● Students and parents need education regarding chronic absenteeism and how it contributes to academic development of students.		

	• Our differentiated/intervention group (CTT) time continues to be disrupted with staff absences and covering classes without substitutes.

Part B

Connectedness	
School Goal: SMART GOAL • Decrease the number of staff who are absent on a daily basis from an average of 2.58 per day in 2023 to an average of 1.29 in 2024. • Decrease the number of students chronically absent from 20% in 2022 to 10% in 2024 as measured by the NSPF.	**STIP Connection:** #2 and #6
Improvement Strategy: Provide families with regular communication regarding student attendance and recognition efforts. • **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Parent communication 1*	
Intended Outcomes: • Improve communication with parents • Improve attendance for staff and students	
Action Steps: • Monthly staff appreciation efforts • Monthly recognition of teacher efforts • Monthly spirit days • Monthly parent events on campus to assist with building community engagement on campus • SEL topics on the Gehring News Network for students • Staff will have communication with families regularly via Dojo and/or IC emails • Attendance program/incentives for coming to school • Continue to celebrate staff- increase acknowledgement of what is being done to improve student success, social/emotional growth, and attendance. • 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 community members and parent volunteers.	

- Staff should communicate with families regularly and include specific suggestions on things families can do at home to support their students.

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:

- Some staff members may be experiencing lower staff morale than others; administration and specialists will monitor morale while Keeping a focus on high rigor and expectations.
- Some students/families continue to have higher than average absences; administration will continue to increase attendance by focusing on our attendance program.
- Some students academic and/or social-emotional well being is fragile; administration will continue to work with these students while keeping a focus on 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)	$657,053 (211,250) (248,616)	-Teacher wish lists for needed materials -PLTW materials -Technology refresh -PBL training -Magnet Conference in Dallas, TX -ISTE Conference in Philadelphia, PA -Books for students	Goal 1A, 1B, 2, and 3
Title III	$4,356.00	-36 Imagine Learning Licenses	