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.

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

Our SPP was last updated on 1/31/25

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/2024/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
Sarah Robinson	**Principal(s)** *(required)*
Erin Erdman, Assistant Principal	**Other School Leader(s)/Administrator(s)** *(required)*
Natasha Yazdani, Kim Anderson, Kathleen Bravin, M. Chancey, 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	9/11/24, then monthly	
Leadership Team	9/17/24, then monthly	• Lesson Plans are still developing: need to include Learning Intentions & Success Criteria • Kagan is still developing. New staff need to be trained • Staff morale continues to improve • Student stamina is still developing • Focus on one goal for each of the SPP areas for the 2024-25 school year
Advisory Team	9/17/24, then weekly	• Modification of the schedule for certain grade levels for the 2024-25 school year • Learning strategist will support classroom instruction with supplemental materials based on long-range plans and data • Ensure that the 5th grade utilizes their intervention time to pull differentiated groups • Expectations and Procedures for CTT's • Interventions/Differentiation for higher level students • Fastbridge implementation across all grade levels
SOT	9/25/24, then monthly - see school website for details	• SOT Meeting information • School SOT pages

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, Exact Path</td></tr>
<tr><td colspan="3">Areas of Strength:
Spring math MAP proficiency grew from Fall 2022 (avg 82.16%) to Spring 2023 (avg 83%) (2022-23), 93% in Spring 2024
Asian students averaged 81.83% proficiency on the Spring math MAP assessment (2023), 96% for Spring 2024
Kinder Spring math MAP proficiency was 93%, a 9% increase from the Fall (2023), 97% for Spring 2024
5th grade Spring math MAP increased from 72% in the Fall to 83% in the Spring 2023 (11% increase), 94% in Spring 2024</td></tr>
<tr><td colspan="3">Areas for Growth:
Spring math MAP scores continue to be an area of concern, especially 4th-grade math (75% proficiency in Spring 2023); 1st-grade math is 88% for Spring 2024.
Only 54% of students met their projected growth on the Spring 2023 Math MAP assessment. 65% of students met their projected growth for Spring 2024.
The African American average math proficiency is 67.16% (14.67% difference from the Asian subgroup), with a 6% difference for Spring 2024.
Students did not make the expected growth in grades 1, 2, and 4 for the Spring math MAP.
Female students did not make the expected growth in grades 1, 2, 3, and 4 for the Spring 2023 math MAP; in Spring 2024, more than 40% of female students in grades K, 1, and 5 did not make their projected growth.
Projected math proficiency is 65% for Spring 2023 and 2024.</td></tr>
</table>

	○ *Projected math proficiency for females is 65% vs. males 68% (2023); females is 67%, males is 64% for Spring 2024.* ○ *Projected math proficiency for Native Hawaiian/Pacific Islanders is 45% vs. Asian 76% (2023), 60%: 62% in Spring 2024*
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 that show a concern: 1. Projected proficiency for spring math SBAC based on spring 2023 math MAP projections shows 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 shows 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 shows a concern for subgroups in 5th grade. a. Hispanic projected math proficiency- 51% (2023), 62% in Spring 2024 for students who are Hispanic b. Native Hawaiian/Pacific Islander projected math proficiency-50%; 60% in Spring 2024 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), 65% (2024).

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 grade level. • There is a need to increase math growth among all students, especially students who are high achievers. Time will be given during acceleration time to assist in growing our students. • The differentiated/intervention group (CTT) time was disrupted by staff absences and classes being covered 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 to implement 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 teachers in making significant mid-course corrections. Teachers like to plan ahead for instruction and, therefore, do not like to switch out their pre-prepared plans to make necessary interventions, reteaching, and adjustments to their instruction. • The grade levels must define the small group/intervention/Imagine Learning time in the classroom and at home (40 minutes per week on ExactPath Reading and Math). Exact Path has not been used with fidelity across the school (2023-24).

Part B

Student Success	
The team has chosen to focus on one Math goal rather than several. 1. Increase the percentage of all students who are projected proficient in math from 81% (spring 2024) to 82% - based on the data from Fall 2024 MAP scores being at 69% proficient (originally 85% goal) (spring 2025) as measured by the MAP assessment, where proficiency is deemed by a student being in the 61st percentile or higher.	**Aligned to Nevada's STIP Goal:** #3 and #5
Strategy: Provide consistent Tier I instruction aligned to standards and Tier II interventions and enrichment based on students' needs. **Improvement** **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Exact Path 2*	
Intended Outcomes:	

2023-24
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%.

2024-25
Increase the percentage of students being proficient in math from 74.1% (2023) to 77% (2025) 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 are to be reviewed with the administration, in RTI and planning meetings.
- Review of lesson plans to account for learning intentions, success criteria, components of an effective lesson, assessment strategies, and small groups.
- Allow time (PLCs) 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 PLCs, data days, and targeted 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 the 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 problem-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 to receive 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. The administration will consistently review lesson plans, instruction, and meeting/planning minutes.
- Challenges with time to complete all program expectations and goals while providing students with Tier I and Tier II instruction.

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, an 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 2022 (74.33%) to Spring 2023 (83%), to 90% in Spring 2024.* ● *2024 Spring Reading MAP proficiency was a strength (3rd: 95%; 4th: 89%; 5th: 92%)* ○ *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 2023 MAP, 91% in spring 2024* ● *3rd grade Spring 2023 reading MAP proficiency was 89% a 5% increase from Fall 2022; 95% for Spring 2024.* ● *Kinder Spring reading MAP increased from 79% in the Fall 2022 to 89% in the Spring 2023 (10% increase), and 93% in the Spring of 2024.* ● *For the 2022-23 school year, we reduced the reading proficiency gap between our Asian (93%), Hispanic (81%), and Caucasian subgroups (87%). For 2023-2024, the gap decreased more: 91% of students who are Asian, 88% proficient for students who are Hispanic, 89% of students are proficient in reading who are Caucasian.* ● *All subgroups made growth from the Fall reading MAP regarding the proficiency gap between Asians and all other subgroups.* ○ *Asian: Fall 2022 89.66% / Spring 2023 93%, Spring 2024 91%* ○ *African American Fall 2022 69% / Spring 2023 84%, Spring 2024 91%* ○ *Caucasian Fall 2022 60% / Spring 2023 87%, Spring 2024 89%* ○ *Hispanic Fall 2022 67.33% / Spring 2023 81%, Spring 2024 88%* ○ *Multiracial Fall 2022 67.33% / Spring 2023 89%, Spring 2024 96%* ● *2023 WIDA reading scores indicate 46/67 EL students (68.65%) achieved proficiency in reading, 44/77 EL students in 2024 (57%).*		
	Areas for Growth (2023-24): ● 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 2023 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 ● 2023 WIDA scores indicate that 10/67 EL students (14.9%) achieved proficiency overall *Areas for Growth (2024-24):* ● The true percentage of students who are deemed proficient (61st percentile or higher) is 74% for all students in spring 2024. Only 67% of 1st grade were proficient, 69% in 5th grade. ● Only 57% of students met their projected growth on the Spring 2024 reading MAP assessment ○ Kinder 67% made their projected growth ○ 1st grade 65% growth ○ 2nd grade 51% growth ○ 3rd grade 52% growth ○ 4th grade 51% growth ○ 5th grade 57% growth ● The Hispanic/Latino average reading proficiency is 88% vs. Multiracial is 96% (8% difference) ● Projected reading proficiency indicates that 57% of students will be proficient in the Spring 2024 SBAC. ● 2024 WIDA scores indicate that 21/77 EL students (27.3%) achieved proficiency overall and were exited from being identified as EL.

Problem Statement	1. Projected reading proficiency for spring SBAC based on spring 2023 MAP projections show a concern for the following subgroups in 3rd grade. a. African American projected proficiency-52% (2023), 50% (2024). b. Hispanic projected proficiency-66% (2023), 50% (2024). c. Asian AND Native Hawaiian/Pacific Islander projected proficiency-67% (2023), 77% and 0% respectively for Spring 2024. 2. The projected reading proficiency for spring SBAC, based on spring MAP projections, shows concern for the following subgroups in 4th grade. a. Native Hawaiian/Pacific Islander projected proficiency-0% (2023), 33% not proficient in 2024. b. Hispanic projected proficiency- 55% (2023), 44% not proficient in 2024. c. African American projected proficiency- 57% (2023), 57% not proficient in 2024. d. Multiracial-58% (2023), 67% not proficient in 2024 3. Projected reading proficiency for spring SBAC based on spring MAP projections also shows a concern for subgroups in 5th grade. a. Hispanic projected proficiency- 56% (2023), 32% not proficient in 2024. b. Native Hawaiian/Pacific Islander-67% (2023). c. African American not proficient- 53% in 2024 4. Overall reading projected proficiency for 3rd, 4th, and 5th grade is 66.5% for Spring 2023. 53% of 3rd-5th grade for Spring 2024. 5. 2023 WIDA scores indicate 31.35% of EL students are not proficient in reading. 47% are not proficient per the 2024 WIDA scores.
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 grade level. ● There is a need to increase reading growth among all students, especially students who are high achievers. Time will be given during acceleration time to assist in growing our students. ● The differentiated/intervention group (CTT) time was disrupted by staff absences and classes being covered 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 teachers in making significant mid-course corrections. ● The grade levels need to define the small group/intervention time in the classroom and at home (40 minutes per week on ExactPath Reading and Math). Admin reviews of Exact Path usage show the program is not being used with fidelity across the school.

Part B

Student Success	
School Goal (2024-25): **The team has chosen to focus on one Reading goal rather than several.** 1. Increase the percentage of all students' reading proficiency from 74% (spring 2024) to 78% (spring 2025) as measured by the MAP assessment, where a student is deemed proficient when scoring in the 61st percentile or higher.	**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. 2024-25 Increase the overall % of students proficient in reading from 81% (2023) to 83% (2025) 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. The 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	
The team has chosen to focus on one Adult Learning Culture goal rather than several. 1. To ensure alignment of Learning Intentions and Success Criteria to standards through PLC collaboration and to increase the interactions with Learning Intentions and Success Criteria from 30% of observations to 70% where Learning Intentions & Success Criteria incorporate higher levels of DOK.	**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 of effective, high-quality Tier 1 instruction and standards. ● Staff will have time to review data during data days and PLCs (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. ● The 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 a 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 members do not follow school-wide expectations; the administration will remediate the expectations and monitor classrooms to ensure that staff is consistent.

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 the 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

<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:
Chronic absenteeism has decreased from 20% (2021-2022) to 10.9% (2022-2023) to 6% (2023-24).
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.</td></tr>
<tr><td colspan="3">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. Not all teachers broadcast GNN to their students.
89.32% of parents and 79.41% of students feel the school does a good job at preventing bullying (District survey).
SOT discussed a longing for more school events on campus.</td></tr>
<tr><td>Problem Statement</td><td colspan="3">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 stressed by the demands of the profession, which have increased since COVID.</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>

	• 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 by staff absences and covering classes without substitutes. • Students use social media and electronic devices to communicate with one another outside of school. There is a lack of monitoring of students' electronic devices. • Teachers do not know the content of counselor lessons which are given during their library special. Teachers would like to know the content/verbiage of counselor content in order to reinforce in the classroom.

Part B

Connectedness	
The team has chosen to focus on one Connectedness goal and to change the goal's focus due to the success of last year's student attendance goal. • To decrease the percentage of students who say bullying is a problem at this school from 33.68% to 25%, as documented in the CCSD Winter survey to students. Students will be able to apply the conflict/resolution skills taught in counselor lessons and reinforced by school staff while on campus.	**STIP Connection:** #2 and #6
Improvement Strategy: Provide families with regular communication regarding student attendance and recognition efforts. • To provide families with regular communication regarding student attendance, SEL, and recognition efforts (2024-25) • To provide teachers with resources to impact students' SEL. **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 **Intended Outcomes (2024-25):** • Improve community relationships • Improve student-to-student relationships	

- Improve staff morale
- Continue to improve communication with parents
- Improve staff knowledge of conflict/resolution strategies taught to 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 (GNN) for students
- All students are to watch GNN each day and actively participate in GNN activities.
- 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 acknowledgment of what is being done to improve student success, social/emotional growth, and attendance.
- Continue to celebrate students with spirit days/incentives so that students can 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, including 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 and being kind
- 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 focusing on high rigor and expectations.
- Some students/families continue to have higher-than-average absences; the administration will continue to increase attendance by focusing on our attendance program.
- Some students' academic and/or social-emotional well-being is fragile; the administration will continue working with these students

while maintaining high rigor and expectations.
- Some students do not interact appropriately with one another. Conflict resolution strategies are lacking.

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
- Resource teacher interventions
- 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)
2024-25 Strategic Budget (ELL) (At-Risk) (General fund)	2024-25 $110,000 $20,000 $185,000 $15,000 $15,000 $15,000 $45,000 $17,000 $30,000	2024-25 -Teacher wish lists for needed materials -PLTW materials -Technology updates -PBL training -Magnet Conference in Nashville, TN -ISTE Conference -Books for students -Purchase of SEL program -Professional development for staff in DOK/ Differentiation/Kagan	Goals 1A, 1B, 2, and 3