

# Mineral County School District

## District Improvement Plan

2025-2026



# Mission Statement

Mineral County School District will be an inclusive community that honors everyone's identities and cultures and creates an environment where everyone feels safe and a sense of belonging.

Mineral County School District will provide the resources and materials students need to develop academically, socially and emotionally so that they graduate ready to meet their goals for the future.

Mineral County School District develops its highly qualified staff and equitably aligns resources so that students are prepared to learn.

IF we create a safe and inclusive culture, provide students with the resources and supports they need to develop academically, socially, and emotionally, and provide students with supportive learning environments, THEN students will feel their identities and cultures are affirmed, students will become confident, kind, and loving community leaders who are ready for the future.

## Demographics & Performance Information

### Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

# CNA Executive Summary

## Stakeholder Engagement

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially &amp; ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	<p>Mineral County School District engages a broad range of stakeholder groups through regular surveys, family engagement events, advisory committees (including Title I and Title VI), and student voice initiatives such as cross-district student council collaborations. The district prioritizes inclusive outreach by providing translation services, fostering community partnerships, and actively engaging underrepresented and at-risk populations to ensure that all voices meaningfully inform needs assessments and drive collaborative decision-making for school improvement.</p>
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	<p>Stakeholder feedback highlighted the need for more consistent communication, stronger behavior supports, and increased academic interventions—particularly in literacy and math. Families and educators emphasized the importance of safe, inclusive school environments, while students voiced a desire for more engaging instruction and opportunities for leadership. These insights are guiding our priorities for strengthening Tier 1 instruction, fully implementing PBIS, expanding student voice, and ensuring timely, data-informed support for all learners.</p>
<p>What has worked well in your previous engagement efforts?</p> <p>What might you do differently to increase or improve engagement moving forward?</p>	<p>In previous engagement efforts, what has worked well includes regular family engagement nights, culturally responsive events, and advisory committees such as Title I and Title VI that provide structured opportunities for input. Surveys and student voice initiatives, like the cross-district student council, have also been effective in gathering meaningful feedback. Personalized outreach and strong partnerships with community leaders from the Walker River Paiute/the Agai Dicutta have helped us connect with historically underrepresented and hard-to-reach groups, building trust and encouraging ongoing participation.</p> <p>To improve engagement moving forward, Mineral County School District plans to expand two-way communication by offering more interactive forums, such as "Empathy Interviews", tailored to specific stakeholder groups. We will also increase accessibility through translated materials, flexible meeting times, and virtual participation options. Additionally, we aim to strengthen follow-up by clearly communicating how stakeholder input is being used to inform decisions, reinforcing that all voices are valued in shaping our schools.</p>

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Across Mineral County, we are beginning to see promising signs of growth when schools consistently implement our new ELA and Math curricula. At Schurz Elementary, for example, students posted growth percentiles above the state norm in both math (59.0) and ELA (56.0). These early gains show that purposeful use of high-quality instructional materials (HQIM), structured PLC time, and consistent intervention supports like MyPath can move the needle for kids.

At the high school level, **CCR participation has reached 61%**, with more students exploring pathways in construction, culinary arts, business, and computer science. The district's expansion of Career and Technical Education (CTE), along with partnerships like Gear Up, JAG, and EmpowerED, is opening doors and providing students with practical skills and a clearer sense of postsecondary options.

The district has also made important strides in building a supportive climate. Programs such as EmpowerU, Compass Learning, PBIS, and MTSS are helping schools strengthen Tier 1 behavioral and social-emotional supports. Alternative Education continues to provide a lifeline for at-risk students, contributing to lower dropout rates. Tutoring and online intervention resources are increasingly available, expanding access to extra help for students who need it most.

Together, these initiatives demonstrate that **when we align around high-quality curriculum, consistent interventions, and student engagement, we see results.**

### Student Success Areas for Growth

Despite these bright spots, proficiency and growth remain too low across the district. In most schools, fewer than one in four students are proficient in math or ELA. Middle grades math is a particular concern, with proficiency as low as 7.5% and growth percentiles well below the state's target. ELA results, while somewhat stronger, are still insufficient to close gaps—especially for students with disabilities and Native American students.

**Chronic absenteeism** remains one of our biggest barriers. With rates above 20% in every school and over 30% in some, too many students are missing extended instructional time. This undermines growth, proficiency, and equity across the district.

**CCR completion** lags far behind participation. While 61% of students are enrolling in pathways, only 39% are completing them, and gaps persist for Native American students, English Learners, students with disabilities, and students from low-income households.

Finally, instructional quality remains inconsistent. Teachers need more support to plan rigorous, scaffolded lessons, use data to adjust instruction in real time, and engage students in meaningful, standards-based tasks. Without greater alignment, students' day-to-day experiences vary widely across classrooms.

### Student Success Equity Resource Supports

As part of the root cause analysis, MCSD reviewed how resource inequities in people, time, and funding affect specific student groups in relation to proficiency, growth, graduation, and college and career readiness (CCR). The table below identifies challenges these groups face and the supports the district will provide to help address them.

Student Group	Challenge	Solution
<b>English Learners</b>	ELs often lack access to grade-level ELA and math content without targeted scaffolds, slowing growth and proficiency gains.	Provide scaffolding strategies and targeted supports in Tier 1 instruction; use PLCs to review EL student work; monitor formative assessment data to adjust instruction.
<b>Foster/Homeless</b>	Mobility and housing instability disrupt continuity in learning, particularly in math and literacy.	Provide rapid re-entry routines and flexible interventions; coordinate with agencies to support attendance and stability; embed personalized goal-setting in MAP and CCR advising.
<b>Free and Reduced Lunch (FRL)</b>	Economic hardship can limit access to tutoring, enrichment, and pathway persistence.	Ensure FRL students have full access to tutoring, interventions, and CCR pathways; monitor subgroup data in MAP, SBAC, and CCR completion to guide supports.
<b>Migrant/Title I-C Eligible</b>	Frequent mobility leads to gaps in instruction and challenges in credit accrual for CCR pathways.	Implement credit-tracking and re-entry protocols; provide flexible scheduling and advising to support pathway persistence.
<b>Racial/Ethnic Minorities (including Native American students)</b>	Native American and other racially marginalized students experience persistent gaps in proficiency and CCR completion.	Partner with tribal leaders and families to strengthen CCR advising; expand culturally relevant instructional practices; monitor MAP and CCR completion by subgroup.
<b>Students with IEPs</b>	Students with disabilities face barriers in accessing grade-level content and maintaining pathway participation.	Ensure IEP accommodations are embedded in Tier 1 planning; involve case managers in PLCs; provide targeted CCR supports for students with disabilities.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Math and ELA proficiency rates remain low. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups.

**Critical Root Cause:** - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

**Problem Statement 2 (Prioritized):** CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway.

**Critical Root Cause:** - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

# Connectedness

## Connectedness Areas of Strength

Across Mineral County, schools are laying the groundwork for stronger student connectedness through consistent systems and staff commitment. All sites have launched **Tier 1 behavior and engagement frameworks**—including PBIS, MTSS, EmpowerU, and Compass Learning—that provide structure to promote safety, consistency, and belonging.

**Family communication has improved districtwide**, with expanded use of Remind, robocalls, and social media. A spring 2025 survey showed stronger family perceptions of being informed and engaged.

Climate survey data highlight areas of strength to build on. At **Hawthorne Elementary School (HES)**, the **Relationships score (331)** is above the district average (316) and indicates many students feel connected to their teachers. Mineral County High School students also report that teachers are available to talk and care about them (**Relationships 325**). Staff at all schools are working intentionally to strengthen relationships and classroom culture, supported by SIT referral processes at HJHS and targeted SEL programming across the district. Together, these efforts reflect a **districtwide commitment to building trust, communication, and belonging** as part of MCSD’s Promise.

## Connectedness Areas for Growth

At the same time, **chronic absenteeism remains a major challenge**, with rates above 20% at every school and exceeding 30% at some sites. This reduces access to instruction and undermines progress on growth, proficiency, and equity goals.

**Relationships scores remain low overall**, with three of four schools below the state average of 362: **HJHS (288)**, **SES (305)**, **MCHS (325)**, and only **HES (331)** above the district average. These scores place most schools in the *Needs Improvement* range, reflecting students’ mixed experiences with feeling respected, understood, and connected to peers and adults. Emotional safety is also an area of concern, with scores as low as **286 at SES**, suggesting belonging and peer respect are inconsistent.

Finally, while Tier 1 systems are in place, **Tier 2 and Tier 3 supports remain limited** due to staffing, funding, and capacity challenges. Students experiencing poverty, trauma, or system involvement do not always receive preventive or individualized supports. Systems for **real-time monitoring and proactive outreach** are still developing and need to be strengthened to ensure earlier interventions.

## Connectedness Equity Resource Supports

As part of the root cause analysis, MCSD reviewed how resource inequities in people, time, and funding affect specific student groups in relation to attendance, relationships, and school connectedness. The table below identifies challenges these groups face and the supports the district will provide to help address them.

Student Group	Challenge	Solution
<b>English Learners</b>	Language barriers can make it harder for EL students to build strong peer and adult relationships, which can limit participation and belonging.	Embed language-accessible SEL routines and culturally responsive practices in classrooms; provide PD on inclusive communication and PBIS strategies that support EL engagement.
<b>Foster/Homeless</b>	Housing instability and frequent school moves disrupt relationships and routines, making it harder to connect with peers and adults and access consistent support.	Assign trusted adult mentors at each site; track attendance and engagement weekly; coordinate cross-agency supports to stabilize access; continue food pantry supports at HES and ensure site leaders have access to basic needs resources for distribution.

Student Group	Challenge	Solution
<b>Free and Reduced Lunch (FRL)</b>	Economic hardship can limit participation in enrichment, SEL programs, and leadership opportunities that foster belonging and motivation.	Ensure equitable access to activities and SEL supports such as EmpowerU; disaggregate climate survey data by FRL status and use findings to guide site-level belonging initiatives.
<b>Migrant/Title I-C Eligible</b>	Student mobility disrupts continuity in relationships and peer connections.	Provide rapid re-entry routines and assign students to advisory/trusted adult structures to quickly reconnect them to peers and staff when they move into the district.
<b>Racial/Ethnic Minorities (including Native American students)</b>	Students may not consistently see their culture reflected in school practices, which can lower belonging and engagement.	Integrate culturally sustaining practices by expanding inclusive curriculum materials; provide PL for staff on affirming cultural assets; partner with tribal leaders and families to inform efforts; monitor belonging survey results by subgroup.
<b>Students with IEPs</b>	Students with disabilities may feel socially isolated or excluded from peer interactions in classrooms.	Embed inclusive classroom culture practices into Tier 1 instruction; provide coaching and resources to help teachers scaffold participation; ensure peer supports and social inclusion strategies are consistently implemented.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** Too many students are missing significant instructional time due to chronic absenteeism. Rates exceed 20% at every school and surpass 30% in some, significantly reducing access to instruction. While the district has introduced strong Tier 1 supports--including PBIS, MTSS, EmpowerU, and tiered behavioral systems--attendance interventions remain inconsistent and often reactive.

**Critical Root Cause:** - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

**Problem Statement 2 (Prioritized):** Not all students feel a strong sense of belonging, safety, or connection to school. Climate survey scores for Relationships are below the state average at every school (except HES) and remain in the Needs Improvement range, with students reporting mixed experiences of respect, peer connection, and adult availability. Emotional safety scores are also low at some sites (e.g., SES at 286). These gaps limit engagement, attendance, and achievement.

**Critical Root Cause:** - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

# Instructional Practices and Supports

## Instructional Practices and Supports Areas of Strength

Mineral County has taken important steps to strengthen **Tier 1 instruction** across the district. With high-quality, standards-aligned curricula now in place for ELA and Math, teachers have access to strong materials that can drive consistent student learning.

Professional learning opportunities are expanding. This past year, teachers participated in **SPARK training, the UnboundEd Standards Institute, RPDP-led sessions, and on-site coaching**, all of which are helping to build a shared instructional language across schools. Professional Learning Communities (PLCs) have been established at every site, creating more structured time for collaboration, lesson planning, and reviewing student work.

The district is also investing in its workforce. Recruitment efforts now include in- and out-of-state events, hiring incentives, and support for onboarding and coaching new staff. These steps are helping MCSD build a talented and more representative teaching staff.

Together, these initiatives reflect a clear commitment to **“One Team, One Voice”** by aligning curriculum, collaboration, and professional learning so all students benefit from high-quality instruction.

## Instructional Practices and Supports Areas for Growth

Even with new curricula and structures in place, instruction across the district remains **inconsistent**. Students’ day-to-day experiences vary widely due to differences in pacing, scaffolding, and lesson design. Some classrooms are already showing strong engagement and alignment, but others need more support to ensure every student can access grade-level content.

Teachers report that professional learning is not always **job-embedded or followed up with coaching**, and buy-in to new expectations still varies. PLCs exist but remain **uneven in quality**, with some teams using time effectively for collaborative planning and data analysis, while others are still finding their footing.

Staff shortages and scheduling challenges continue to disrupt **planning time and professional development**, as teachers are often asked to cover classes or manage double groups. Instructional time is also reduced by **non-instructional activities**, making it harder to maximize engagement during the day.

Recruiting and retaining staff remains a challenge in a small, rural district. Geographic isolation, housing barriers, and licensure limitations add to the difficulty of building and sustaining a stable, high-quality workforce.

To reach the district’s vision of alignment and coherence, MCSD must continue strengthening **consistent, high-quality instruction**, deepen support for teachers in implementing HQIM, and ensure PLCs and professional learning translate into stronger daily classroom practices.

## Instructional Practices and Supports Equity Resource Supports

As part of the root cause analysis, MCSD reviewed how resource inequities in people, time, and funding affect specific student groups in relation to PLCs, HQIM use, and instructional quality. The table below identifies challenges these groups face and the supports the district will provide to help address them.

Student Group	Challenge	Solution
<b>English Learners</b>	Inconsistent scaffolding and planning for EL students reduce access to grade-level HQIM.	Provide PD on scaffolding strategies; analyze EL student work in PLCs; align coaching to support inclusive Tier 1 practices.
<b>Foster/Homeless</b>	Mobility disrupts instructional continuity and access to interventions.	Use PLC inquiry cycles to identify unfinished learning for re-entering students; provide flexible supports through coaching and intervention.
<b>Free and Reduced Lunch (FRL)</b>	Uneven Tier 1 instruction widens gaps for FRL students who depend most on classroom quality.	Focus PLCs and coaching on pacing, scaffolding, and engagement; monitor student work by subgroup.
<b>Migrant/Title I-C Eligible</b>	Student mobility limits continuity in instructional progress.	Use PLCs to quickly identify unfinished learning for re-entering students; provide flexible interventions tied to HQIM.
<b>Racial/Ethnic Minorities (including Native American students)</b>	Inconsistent HQIM use contributes to persistent proficiency gaps.	Target walkthrough and coaching feedback to strengthen HQIM implementation; expand culturally sustaining practices.
<b>Students with IEPs</b>	Tier 1 tasks are not always accessible or aligned to IEP supports.	Ensure accommodations are addressed in PLC planning; involve case managers in coaching and instructional planning cycles.

### Problem Statements Identifying Instructional Practices and Supports Needs

#### Problem Statement 1 (Prioritized):

Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth.

**Critical Root Cause:** - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

**Problem Statement 2 (Prioritized):** Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom.

**Critical Root Cause:** - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.

# Priority Problem Statements

**Problem Statement 1:** Math and ELA proficiency rates remain low. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups.

**Critical Root Cause 1:** - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway.

**Critical Root Cause 2:** - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

**Problem Statement 2 Areas:** Student Success

**Problem Statement 3:** Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth.

**Critical Root Cause 3:** - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

**Problem Statement 3 Areas:** Instructional Practices and Supports

**Problem Statement 4:** Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom.

**Critical Root Cause 4:** - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.

**Problem Statement 4 Areas:** Instructional Practices and Supports

**Problem Statement 5:** Too many students are missing significant instructional time due to chronic absenteeism. Rates exceed 20% at every school and surpass 30% in some, significantly reducing access to instruction. While the district has introduced strong Tier 1 supports--including PBIS, MTSS, EmpowerU, and tiered behavioral systems--attendance interventions remain inconsistent and often reactive.

**Critical Root Cause 5:** - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for

proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

**Problem Statement 5 Areas:** Connectedness

**Problem Statement 6:** Not all students feel a strong sense of belonging, safety, or connection to school. Climate survey scores for Relationships are below the state average at every school (except HES) and remain in the Needs Improvement range, with students reporting mixed experiences of respect, peer connection, and adult availability. Emotional safety scores are also low at some sites (e.g., SES at 286). These gaps limit engagement, attendance, and achievement.

**Critical Root Cause 6:** - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

**Problem Statement 6 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- Curriculum Based Measures
- End-of-Unit Assessments
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Screener

## Adult Learning Culture

- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Teacher retention
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Enrollment
- Enrollment trends

- PBIS/MTSS data
- Perception/survey data
- Tobacco, alcohol, and other drug-use data

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Goal 1A -- K-3 Reading (MAP) By Spring 2026, at least 65% of K-3 students will meet or exceed their personalized MAP Reading growth goal (spring - spring), and the percentage at/above the 65th percentile on spring MAP Reading will increase by +5 points over Spring 2025.

Goal 1B -- ELA (state-tested grades) In SY25-26, we will increase ELA proficiency by 6 percentage points, median growth percentile (MGP) by 7 points, and adequate growth percentile (AGP) by 6 percentage points through the consistent use of high-quality instructional materials and targeted student support.

**State Priorities:**

Implementing reading & math resources, Literacy in K-3

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Implement the adopted high-quality ELA curriculum and common assessments with intentionality				<b>Status Check</b>			<b>EOY Reflection</b>
				<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	No review	No review	No review	
1	Provide refresher sessions on unit internalization/pacing and lesson routines; share unit internalization guides and sample lessons.		(Aug, Jan)				
2	Publish pacing expectations and assessment windows for MAP (K-3) and ELA common assessments/SBAC (3-12)		(Quarterly)				
3	District: Develop walkthrough tools aligned to HQIM look-fors and NEPF standards.		(Fall)				
4	District: Monitor MAP and ELA assessment data across schools; identify trends and target supports.		(Quarterly)				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Instructional Practices and Supports 1							

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Provide frequent, embedded literacy interventions for students reading below grade level				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Train & equip staff on evidence-based ELA intervention practices and materials by grade band (K-8: PA/phonics, fluency, vocab/knowledge, comprehension; 9-12: morphology, fluency, academic vocab/knowledge, text structure, short argument/informative writing).		Fall, Ongoing	No review	No review	No review	
2	Ensure master-schedule guidance includes protected intervention blocks (elem K-3; secondary literacy supports/labs) and sample staffing models.		Summer				
3	Monitor intervention progress quarterly (MAP checkpoints, quick checks, work samples) and report patterns to schools with light next-step guidance.		Quarterly				
4	Support schools with staffing/resources (materials list, purchasing, paras/tutors, PD/coaching) to strengthen delivery.		Ongoing				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Instructional Practices and Supports 1							
Improvement Strategy 3 Details				Reviews			
<b>Improvement Strategy 3:</b> Integrate literacy across all curricula, including every subject/content area.				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	District: Provide two districtwide PL sessions for secondary teachers on embedding literacy strategies in all subjects.		(Fall, Winter)	No review	No review	No review	
2	District: Develop sample literacy routines (short responses, CER, vocabulary supports) for non-ELA classrooms.		(Fall)				
3	District: Share family-friendly strategies/resources for literacy at home in plain language.		(Quarterly)				
4	District: Monitor classroom practice through district walkthroughs; highlight exemplars across schools.		(Quarterly)				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 1 - Instructional Practices and Supports 1							

**SMART Goal 1 Problem Statements:**

### Student Success

**Problem Statement 1:** Math and ELA proficiency rates remain low. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups. **Critical Root Cause:** - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

### Instructional Practices and Supports

**Problem Statement 1:** Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth. **Critical Root Cause:** - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers

**Inquiry Area 1: Student Success**

**SMART Goal 2:** In SY25-26, we will increase math proficiency by 5 percentage points, MGP by 7 points, and AGP by 6 percentage points through the consistent use of high-quality instructional materials and targeted student support.

**State Priorities:**  
Math in 4-8

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Implement the adopted high-quality Math curriculum and common assessments with intentionality				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Provide training & refreshers on unit internalization + lesson routine (Launch-Explore-Discuss); share unit internalization guides and sample tasks.		Aug, Jan				
2	Publish the assessment calendar with windows for CFAs, MAP, and HS ACT checkpoints (retired ACT/PreACT Sept, Jan, Mar); include calc/non-calc and constructed-response expectations with keys/rubrics.		Fall				
3	Provide & calibrate a walkthrough look-for tool aligned to HQIM and NEPF; run two norming walks and give schools a one-page summary template to feed patterns to PLCs.		Fall				
4	Provide PLC data-review protocols (analyze CFA/MAP/ACT by priority standard & error type; ACT domains at HS) with a short re-teach/spiral plan template.		Monthly				
5	Monitor math outcomes & patterns across schools (CFAs/MAP/ACT + walkthroughs); share a monthly snapshot (trends/bright spots) and target supports (coaching/PD/materials).		Monthly				
6	Support HS ACT logistics (accommodations, rosters, test-day comms) and ensure CFA windows are set in platforms.		Ongoing				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 1							

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Provide frequent, embedded math interventions for students performing below grade level				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Train & equip staff on evidence-based math intervention practices and materials by grade band (K-8: number sense/fluency, explicit computation, fraction/ratio models; 9-12: algebraic reasoning--linear, systems, quadratics--with multiple representations and error analysis). Include ML/IEP supports and ready-to-use lesson templates.		(Aug, Jan)	No review	No review	No review	
2	Ensure master-schedule guidance includes protected intervention blocks (elem K-3 daily blocks; secondary math labs/tutoring) and sample staffing models.		(Summer/Fall)				
3	Monitor intervention progress quarterly (MAP Math checkpoints, 2-3-week skill checks, course pass data/work samples, and HS ACT Math readiness checks) and report patterns to schools with light next-step guidance.		(Quarterly)				
4	Support schools with staffing/resources (materials list & purchasing, paras/tutors, PD/coaching) to strengthen intervention delivery.		(Ongoing)				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Student Success 1							
Improvement Strategy 3 Details				Reviews			
<b>Improvement Strategy 3:</b> Create math practice and engagement activities across the school community				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Develop and share math engagement resources and family-friendly practice activities.		(Quarterly)	No review	No review	No review	
2	Coordinate districtwide math celebration/recognition campaigns (e.g., Math Month, achievement spotlights).		(Quarterly)				
3	Highlight school-level math events in district communication channels to reinforce a culture of math success.		(Ongoing)				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Student Success 1							

**SMART Goal 2 Problem Statements:**

**Student Success**

**Problem Statement 1:** Math and ELA proficiency rates remain low. These rates reflect ongoing challenges in Tier 1 instruction, access to grade-level content, and support for historically underserved groups. **Critical Root Cause:** - Inconsistent implementation of ELA and Math curricula across classrooms. - Teachers lack tools and support for differentiating instruction and embedding literacy strategies across content areas. - Limited use of real-time student data to guide instructional decisions. - Gaps in scaffolding, engagement, and culturally relevant content in daily instruction. - Insufficient structures to support vertical alignment and PLC-driven planning.

**Inquiry Area 1: Student Success**

**SMART Goal 3:** In SY25-26, we will increase CCR participation by 4 percentage points and CCR completion by 10 percentage points through expanded access to pathway opportunities, removal of structural barriers, and strengthened early planning and advising.

**State Priorities:**  
CCR in secondary

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Implement a CCR pathway monitoring and advising system so every student and family understands available pathway opportunities and requirements (including CTE pathways)				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Publish CCR advising protocols, plan template, and tracker (include use of interest inventories in grades 8-10 and the artifacts to collect at each advising round).		(Fall)				
2	Provide professional learning for counselors/advisors on CCR advising & progress monitoring (pathway persistence, credit checks, barrier removal, and expanded CTE options); include quick scripts and EN/ES one-pagers.		(Fall, Winter)				
3	Maintain a CCR monitoring system that tracks participation - concentrator - completer, credit accrual, and key CTE/dual-credit milestones; provide an off-track flag report to schools.		(Quarterly)				
4	Share CCR progress and pathway information with families in plain language (EN/ES one-pagers by pathway; subgroup highlights and opportunities).		(Quarterly)				
5	Set the advising cadence and windows (two check-ins per year--Fall and Jan/Feb) and distribute a short checklist (plan updated, credits verified, next steps assigned).						
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 2							

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Expand scheduling flexibility to increase pathway access and remove structural barriers (including CTE and dual credit)				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Improvement Strategy 3 Details				Reviews			
<b>Improvement Strategy 3:</b> Provide targeted supports to help students succeed and complete CCR pathways.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Improvement Strategy 4 Details				Reviews			
<b>Improvement Strategy 4:</b> Remove structural barriers that limit CCR participation and completion.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	

**SMART Goal 3 Problem Statements:**

Student Success
<b>Problem Statement 2:</b> CCR completion rates remain low, particularly for Native American students, English Learners, students with disabilities, and students from low-income households. While participation is improving, too many students are not finishing a full CCR pathway. <b>Critical Root Cause:</b> - Structural barriers such as scheduling conflicts, unclear course sequences, and limited dual credit access. - Inconsistent advising and limited student support for tracking CCR progress. - Limited exposure to postsecondary options, role models, and clear pathway expectations. - Perceptions and patterns that limit equitable access to CCR programs.

**Inquiry Area 2: Connectedness**

**SMART Goal 1:** In SY25-26, we will reduce our chronic absenteeism rate by 25% through consistent attendance monitoring, family engagement, and targeted student support.

Improvement Strategy 1 Details				Reviews																				
<b>Improvement Strategy 1:</b> Implement a tiered attendance support system with early-warning flags and weekly data reviews				Status Check			EOY Reflection																	
				Nov	Jan	Mar	June																	
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Configure SIS to flag students at 5, 10, and 15 absences and share guidance with schools.</td> <td></td> <td>(Sept)</td> </tr> <tr> <td>2</td> <td>Provide training for school leads/counselors on weekly attendance review routines.</td> <td></td> <td>(Sept-Oct)</td> </tr> <tr> <td>3</td> <td>Generate and share district attendance snapshots with schools for review.</td> <td></td> <td>(Weekly, Oct-May)</td> </tr> <tr> <td>4</td> <td>Host monthly check-ins with site leaders to monitor implementation and address barriers.</td> <td></td> <td>(Monthly, Oct-May)</td> </tr> </tbody> </table>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Configure SIS to flag students at 5, 10, and 15 absences and share guidance with schools.		(Sept)	2	Provide training for school leads/counselors on weekly attendance review routines.		(Sept-Oct)	3	Generate and share district attendance snapshots with schools for review.		(Weekly, Oct-May)	4	Host monthly check-ins with site leaders to monitor implementation and address barriers.		(Monthly, Oct-May)
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<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1, 2																								

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Support students with frequent absences through personalized outreach and re-engagement				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Provide barrier-focused outreach scripts/resources (e.g., transportation, health, scheduling).		(Sept)	No review	No review	No review	
2	Train school staff on re-entry protocols and family communication strategies.		(Oct; refresh Jan)				
3	Create a re-engagement tracker for documenting calls, visits, and outcomes.		(Oct)				
4	Review re-engagement data and adjust supports quarterly.		(Nov, Feb, May)				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Connectedness 1, 2							
Improvement Strategy 3 Details				Reviews			
<b>Improvement Strategy 3:</b> Develop a districtwide incentive program to celebrate consistent attendance and spotlight improvement.				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Publish a simple attendance incentive menu + rules (monthly reset; recognize 95%+ AND growth; exclude district-sponsored/ excused absences; language-access ready).		Oct, Jan	No review	No review	No review	
2	Provide a data toolkit: SIS report that flags (a) 95%+ monthly, (b) biggest improvers (e.g., +5pp), (c) homeroom/grade leaderboards, and (d) students nearing CA thresholds; auto-email to schools.		Monthly				
3	Spotlight schools publicly: share districtwide shout-outs, stories of improvement, and sample artifacts to encourage replication.		Monthly				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Connectedness 1							

**SMART Goal 1 Problem Statements:**

## Connectedness

**Problem Statement 1:** Too many students are missing significant instructional time due to chronic absenteeism. Rates exceed 20% at every school and surpass 30% in some, significantly reducing access to instruction. While the district has introduced strong Tier 1 supports--including PBIS, MTSS, EmpowerU, and tiered behavioral systems--attendance interventions remain inconsistent and often reactive. **Critical Root Cause:** - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.

**Problem Statement 2:** Not all students feel a strong sense of belonging, safety, or connection to school. Climate survey scores for Relationships are below the state average at every school (except HES) and remain in the Needs Improvement range, with students reporting mixed experiences of respect, peer connection, and adult availability. Emotional safety scores are also low at some sites (e.g., SES at 286). These gaps limit engagement, attendance, and achievement. **Critical Root Cause:** - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.

**Inquiry Area 2: Connectedness**

**SMART Goal 2:** In SY25-26, we will increase our Relationships climate survey score by at least 50 points through strengthened relationship-building routines and responsive communication with students and families. In addition, HJHS will reach fidelity on TFI 1.10 (Classroom Practices) and have 85% of classrooms consistently demonstrate 3+ daily "relationship-building" look-fors per observation.

Improvement Strategy 1 Details				Reviews			
<b>Improvement Strategy 1:</b> Use positive greetings and specific praise in every class (TFI 1.10)				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Provide guidance on positive greetings and behavior-specific praise.		(Oct; refresh Jan)	No review	No review	No review	
2	Add greeting and praise "look-fors" into district walkthrough tools.		(Oct)				
3	Monitor fidelity during district walkthroughs; share trends and bright spots with principals.		(Quarterly)				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1, 2							
Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Make regular positive contacts home to build trust and communication				<b>Status Check</b>			<b>EOY Reflection</b>
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Provide a positive-contact toolkit: short scripts (text/call/email), a simple log template embedded in the SIS, and language-access supports.		Fall	No review	No review	No review	
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1, 2							

Improvement Strategy 3 Details				Reviews			
<b>Improvement Strategy 3:</b> Use climate survey results to guide small, schoolwide belonging actions				<b>Status Check</b>			<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
1	Disaggregate climate survey results by subgroup and publish dashboards for schools.		(Oct)	No review	No review	No review	
2	Support schools in selecting and implementing at least one small belonging action per semester.		(Fall, Spring)				
3	Share bright spots and school examples in district communications.		(Quarterly)				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Connectedness 2							

**SMART Goal 2 Problem Statements:**

Connectedness
<p><b>Problem Statement 1:</b> Too many students are missing significant instructional time due to chronic absenteeism. Rates exceed 20% at every school and surpass 30% in some, significantly reducing access to instruction. While the district has introduced strong Tier 1 supports--including PBIS, MTSS, EmpowerU, and tiered behavioral systems--attendance interventions remain inconsistent and often reactive. <b>Critical Root Cause:</b> - Limited use of attendance and engagement data to identify patterns and intervene early - No shared system for checking in on or re-engaging students with frequent absences or signs of withdrawal - Inconsistent implementation of SEL, PBIS, and relationship-building practices across classrooms - Staff burnout and limited time for proactive relationship work - PBIS Tier 1 expectations and practices are not implemented with consistency across classrooms. - SEL instruction is not embedded daily and varies by teacher or program familiarity. - Attendance and behavior interventions are often reactive rather than preventive.</p> <p><b>Problem Statement 2:</b> Not all students feel a strong sense of belonging, safety, or connection to school. Climate survey scores for Relationships are below the state average at every school (except HES) and remain in the Needs Improvement range, with students reporting mixed experiences of respect, peer connection, and adult availability. Emotional safety scores are also low at some sites (e.g., SES at 286). These gaps limit engagement, attendance, and achievement. <b>Critical Root Cause:</b> - Inconsistent relationship-building routines: Staff do not yet have consistent practices (e.g., check-ins, advisory structures, mentoring systems) to ensure every student feels connected to at least one adult. - Limited time and structures for peer connection: Few formal opportunities exist for students to build positive peer relationships and practice social-emotional skills, as reflected in low peer survey items (37% say students respect one another; 38% say students like one another). - Communication gaps: Students may not perceive teachers' care or availability because of limited one-on-one interactions, inconsistent follow-up on concerns, or the lack of structures that ensure every student feels understood.</p>

**Inquiry Area 3: Instructional Practices and Supports**

**SMART Goal 1:** In SY25-26, at least 80% of our instructional staff will demonstrate measurable growth in core instructional practices (clarity of objectives, standards-aligned tasks, scaffolding, and engagement routines) through strengthened PLCs and job-embedded professional learning.

**State Priorities:**  
Workforce

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Strengthen PLCs to drive collaborative planning and student work analysis				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Publish PLC expectations, protocols, and templates aligned to HQIM/NEPF.		Fall	No review	No review	No review	
2	Provide PL for school leaders and facilitators on leading effective PLCs.		Fall				
3	Monitor PLC artifacts (agendas, notes, student work protocols) and provide feedback to schools.		(Quarterly)				
4	Share bright spots and common needs across schools to support coherence.		(Quarterly)				
<b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Instructional Practices and Supports 1, 2							

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Provide job-embedded professional learning to strengthen core instructional practices				<b>Status Check</b>			<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
1	Develop and publish a yearlong professional learning schedule focused on core instructional practices.		(Summer)	No review	No review	No review	
2	Align district coaching cycles and external partner supports (RPDP, Catapult, UnboundEd, etc.) to the instructional framework.		(Ongoing)				
3	Monitor walkthrough and coaching data to identify bright spots and target supports.		(Quarterly)				
4	Share results back with schools and celebrate staff growth.		(Quarterly)				
<b>Evidence Level</b>							
<b>Problem Statements/Critical Root Cause:</b> Instructional Practices and Supports 1, 2							

**SMART Goal 1 Problem Statements:**

Instructional Practices and Supports
<p><b>Problem Statement 1:</b> Our Tier 1 instruction is inconsistent across content areas. We're committed to using high-quality materials and collaborative structures, but day-to-day instruction still varies in clarity, rigor, and alignment to grade-level expectations. Many of us are navigating new curricula, staffing transitions, and limited time for planning or implementation. Without consistent supports and structures, our students don't yet experience the kind of instruction that leads to deep learning and long-term growth. <b>Critical Root Cause:</b> - Variation in lesson planning practices and alignment to HQIM - Inconsistent use of PLCs for collaborative planning and data-driven reflection - Limited access to real-time coaching and instructional feedback - Ongoing staffing instability and onboarding challenges for new teachers</p> <p><b>Problem Statement 2:</b> Professional learning isn't yet translating into consistent classroom practice. We're working to strengthen schoolwide instructional systems, but teachers often report that PD is disconnected from immediate needs, and they don't have time or support to reflect and implement new learning. Teachers also note that NEPF coaching is inconsistent and does not always include meaningful follow-up. We want to grow our practice, but the current structures don't always give us space to do that well. Without structured follow-up and space to collaborate, many promising strategies stall out before they reach the classroom. <b>Critical Root Cause:</b> - PD offerings are not always aligned to schoolwide priorities or content-specific needs - Lack of consistent structures for coaching, modeling, or peer support - PLCs vary in quality, focus, and connection to instructional improvement - NEPF-based coaching cycles lack consistency and sustained follow-up. - Professional learning and committee structures are not yet fully aligned to schoolwide instructional goals.</p>

# Community Outreach Activities

Activity	Date	Lesson Learned
School-Based Advisory Committees (Title I, Title VI, School Safety, etc.)  Winter Cultural Showcase  Parent-Teacher Conferences  Title I Annual Meeting  End-of-Year Student Showcase & Volunteer Appreciation		