

Clark County School District
Rhodes, Betsy A. ES
2025-2026 School Improvement Plan



Mission Statement

**Our mission is to provide a safe, nurturing atmosphere of mutual respect.
We will inspire students to achieve their full academic potential as life-long learners in
a positive social learning environment.**

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on Spring MAP Math data (2024-2025: Fall to Spring), all grades, K-5, exceeded their grade-level norms projected growth goal, with grade 3 showing the most growth. Our school scored in the 65th percentile for achievement and in the 74th percentile for growth on MAP Math.

Based on Spring MAP Reading data (2024-2025: Fall to Spring), two grade levels met or exceeded their projected growth goal: grades 2 and 3.

Student Success Areas for Growth

Based on Spring MAP Reading data (2024-2025: Fall to Spring), grades 1, 4, and 5 did not meet or exceed projected growth. Kindergarten met their growth goal; however, they had lower achievement. As a school, we scored in the 57th percentile for achievement and 50th percentile for growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>Limited English proficiency- makes it difficult to understand instructions, collaborate with classmates, and possibly complete assignments Cultural differences- adapting to a new culture can be confusing, ELs may not be familiar with cultural references or historical contexts embedded in texts. Communication issues- language barriers may prevent meaningful communication between the school and families</p>	<ul style="list-style-type: none"> • Use repeated reading, paired reading, or echo reading. • Allow audiobooks or text-to-speech to build fluency while supporting comprehension. • Teacher communication with ELL Learners and WIDA data, and Language support via academic software programs. • Build background knowledge through videos, visuals, or personal connections before reading. • Use culturally relevant texts that reflect EL students' experiences and perspectives. • Encourage home language use to connect prior knowledge to new concepts. • Integrate oral language practice into reading (e.g., partner discussions, retelling) • Use sentence frames and prompts to support structured speaking. • Pair ELs with supportive peers or in small groups for guided language interactions.
<p>Foster/Homeless</p>	<p>Frequent School Changes: Moving between homes can lead to disruptions in learning, gaps in curriculum, and difficulty building relationships with teachers and peers. Chronic Absenteeism: Students in poverty are more likely to miss school due to transportation issues, unstable housing, or needing to care for siblings.</p>	<ul style="list-style-type: none"> • Create a safe, supportive environment where students feel seen, heard, and respected. • Take time to build rapport, which helps reduce stress and increase willingness to take academic risks. • Use diagnostic tools to determine current reading levels and identify specific gaps. • Include both formative assessments (ongoing, informal checks) and summative assessments • Integrate explicit phonics instruction, vocabulary development, and comprehension strategies

Student Group	Challenge	Solution
Free and Reduced Lunch	<p>Inadequate Nutrition: Even with school meals, some students may still face hunger at home, affecting concentration, energy, and behavior.</p> <p>Behavioral Issues: Some students may act out due to stress, trauma, or unmet basic needs.</p>	<p>* Be aware of potential barriers like food insecurity, unstable housing, or limited internet access that affect learning outside school.</p> <p>* Be mindful of emotional triggers that may affect concentration or behavior.</p> <p>* Use positive reinforcement and praise effort, not just achievement.</p>
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	<p>-Cultural Disconnect: Curriculum and teaching methods may not reflect students' backgrounds, leading to disengagement or lack of relevance.</p> <p>-Lack of representation can lower motivation and engagement</p> <p>-Some educators may unconsciously hold lower expectations for minority students due to race, language, or socioeconomic status.</p>	<ul style="list-style-type: none"> • Conduct frequent formative assessments (running records, fluency checks, comprehension questions). • Analyze patterns to identify whether bias or structural inequities are influencing results. • Use the data to target instruction (phonics, fluency, comprehension, etc.). • Avoid deficit-based thinking; focus on student assets—their culture, language, resilience, and lived experiences. • Set high, yet achievable expectations for all students

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>-Pacing and Content: Students may struggle to keep up with grade-level content, especially if their IEP goals are not aligned with classroom instruction. Some students are pulled out for special services, which may limit interaction with peers and access to the full curriculum.</p> <p>-No two IEP students are the same. Some struggle with decoding, others with comprehension, working memory, or attention—and many face multiple challenges at once.</p> <p>-Students with learning disabilities may require significantly more time, repetition, and support to master reading skills.</p>	<ul style="list-style-type: none"> • Review the IEP carefully: What are the specific reading goals? Are they focused on decoding, fluency, comprehension, vocabulary, or written expression? • Follow all accommodations and modifications: These might include extended time, reduced assignments, read-alouds, or assistive technology. • Collaborate regularly with the special education teacher or case manager. • Use systematic, evidence-based programs • Teach reading in small groups or 1:1 settings when possible, focusing on the student's area(s) of need. • Break skills down into manageable, scaffolded steps with lots of modeling and practice.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Based on the Spring 2025 MAP Reading assessment, our school's median growth is 50th percentile, which is significantly lower than our math growth (74th percentile).

Critical Root Cause: Teachers have access to assessment data but may not use it effectively to plan targeted instruction. Lack of differentiated instruction in reading. Lack of rigorous content throughout the reading modules to ensure student understanding is reflected. Uncertainty of assessments and how to determine level of mastery.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Based on 2024-2025 Instructional Rounds using the Tier 1 Monitoring Tool, 84% of teachers were using Tier 1 Instructional Materials in their daily lessons. In 91% of observed lessons, teachers' instruction was aligned with the standard.

Adult Learning Culture Areas for Growth

39% of teachers and students interacted with the Success Criteria during Tier 1 Monitoring Walks, which includes standards-tasks alignment and an understanding of the expected learning intention of the lesson. Students struggled with verbalizing how they knew they were successful by the end of the lesson.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">-Difficulty understanding instructions, academic texts, or participating in discussions due to limited English proficiency.-Students may lack prior experience or cultural context for certain topics.-Students may struggle with subject-specific vocabulary and complex sentence structures.-ELs may need more time to process language and content.	<ul style="list-style-type: none">• Use culturally responsive materials and examples that connect to students' lives.• Slow the pace when introducing new concepts.• Provide wait time for responses.
Foster/Homeless	<ul style="list-style-type: none">-Trauma or loss can lead to anxiety, depression, or difficulty concentrating.-Students may have gaps in knowledge or missed foundational skills.-Transportation issues, responsibilities at home, or family instability may lead to missed school.	<ul style="list-style-type: none">• Use diagnostic assessments to identify gaps.• Offer targeted remediation and tiered assignments.• Allow for flexibility in timelines and support individualized pacing.• Provide clear instructions and scaffolds.

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> -Lack of stable housing, food, clothing, or healthcare can cause stress and distraction in school. -Financial insecurity can increase anxiety, depression, or trauma responses. -Students may not have access to extracurriculars, travel, or enrichment experiences. 	<ul style="list-style-type: none"> • Bring enrichment into the classroom: virtual field trips, hands-on projects, guest speakers. • Provide multiple means of expression (visual, oral, kinesthetic) for learning tasks.
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	<ul style="list-style-type: none"> -The dominant culture of the school may not reflect or value the student’s home culture, language, or traditions. -Students may feel labeled, overlooked, or underestimated based on their racial or ethnic background. -Students may carry emotional burdens from experiences with racism or social exclusion. 	<ul style="list-style-type: none"> • Use culturally responsive teaching: integrate diverse authors, historical perspectives, and cultural examples into lessons. • Allow student choice in reading or writing topics that reflect their identity or heritage. • Use formative assessments to get an accurate picture of student strengths—don’t rely on assumptions. • Offer varied entry points into lessons (visual, verbal, experiential) to recognize different learning styles. • Encourage a growth mindset and provide constructive, equitable feedback to all students.

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>-Difficulty with reading, writing, math, memory, or processing information -Difficulty with self-regulation, focus, or social interactions. -Inattention, hyperactivity, and impulsivity that affect learning.</p>	<ul style="list-style-type: none"> • Use multisensory instruction (e.g., visual, auditory, kinesthetic). • Provide guided notes, graphic organizers, and audio texts. • Break down tasks into smaller, manageable chunks. • Allow alternative formats for assignments (oral instead of written, visuals instead of essays). • Use short, engaging tasks with clear, concise instructions. • Offer frequent check-ins and goal-setting tools.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During PLCs, teachers are not consistently referring to the Teacher Clarity Guide to review the Success Criteria and how it can be utilized as formative steps to check for student understanding and progress toward mastery. Additionally, the administrative team needs to clarify expectations regarding the use of the Teacher Clarity Guide when planning reading lessons.

Critical Root Cause: Teachers are overwhelmed with several resources from CCSD and the curriculum, and struggle with finding the most important and valuable parts to use when planning instruction, a lack of clear understanding of how to interact with Success Criteria in the classroom.

Connectedness

Connectedness Areas of Strength

Dedicated school-wide SEL time is built into the daily schedule. The use of Capturing Kids Hearts (CKH) in all classrooms enables staff to work with the social-emotional needs of students.

Connectedness Areas for Growth

The percentage of chronically absent students was 22.9% in the 2024-2025 school year. This represents an increase from 18.5% in 2023-2024.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Chronic absenteeism disproportionately affects English Language Learners (ELLs), and several systemic inequities contribute to this issue. These include language barriers, limited access to support services, cultural disconnects, and inadequate academic support. Addressing these inequities requires schools to adopt a culturally responsive, equity-centered approach to attendance, including stronger family engagement, improved communication, disaggregated data tracking, and targeted support for English Language Learners (ELLs).	If a student is chronically absent, an attendance meeting will be scheduled to provide support and identify solutions. A translator will be available, if needed, to ensure families fully understand the importance of regular attendance. During the meeting, we will discuss the benefits of consistent school attendance, how to access counseling services, available campus incentives, and any additional support the student or family may need.

Student Group	Challenge	Solution
Foster/Homeless	Foster and homeless students face significant inequities that contribute to chronic absenteeism. These students often experience instability and trauma that directly impact their ability to attend school regularly. These include housing instability, lack of access to basic needs, emotional challenges, school transitions, and barriers to participation. Reducing chronic absenteeism for foster and homeless students requires coordinated support, including transportation assistance, trauma-informed practices, access to counseling, stable school placements, and strong collaboration with social services and child welfare agencies.	The administrative team will meet with students to help ensure they feel safe, welcomed, and supported on campus. When needed, the staff will provide small group sessions focused on emotional regulation, mental health, and overall well-being. Additionally, the staff will deliver CKH classroom lessons for all grade levels and provide targeted group support for students with specific needs. Students are also encouraged to join campus clubs to build social connections and strengthen their sense of belonging.
Free and Reduced Lunch	Students from low-income households face multiple barriers that contribute to chronic absenteeism, including housing and transportation instability, nutrition challenges, family responsibilities, limited support services, and stigma in the school environment. Addressing these inequities requires coordinated support systems, inclusive school environments, and access to basic needs and mental health services.	The administrative team will identify and monitor students experiencing economic hardship. Support services will be provided, including access to weekend meal programs, consistent nutritional breaks during the school day, and wraparound resources such as Title I HOPE.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial and ethnic minority students often face systemic inequities that contribute to chronic absenteeism. These inequities stem from historical marginalization, socioeconomic disparities, and structural barriers within and outside of schools. They may include disproportionate discipline, lack of culturally responsive practices, socioeconomic disparities, and school climate acclimation.	Staff will utilize strategies from Capturing Kids' Hearts to foster a culture that cultivates strong relationships with students. The counselor holds lessons in all classes and meets with specific groups of students; students are invited to attend clubs.

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>Students with Individualized Education Programs (IEPs) often face unique and systemic inequities that contribute to chronic absenteeism. These inequities stem from gaps in support, access, and inclusion within both general and special education settings. They may include inadequate access to services, lack of inclusion in the school environment, disciplinary disparities, and advocacy challenges.</p>	<p>Staff will ensure that IEP services are delivered consistently and with fidelity to meet each student’s individualized needs. All staff working directly with students receiving special education services will receive training in disability awareness and effective behavior support strategies. A schoolwide culture of inclusion will be promoted to foster a sense of belonging for all students. Additionally, data will be regularly monitored to identify trends and ensure ongoing, targeted support for students with Individualized Education Programs (IEPs).</p>

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students often have difficulty with emotional regulation and conflict resolution skills, which can make them not want to attend school.

Critical Root Cause: Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques.

Priority Problem Statements

Problem Statement 1: Based on the Spring 2025 MAP Reading assessment, our school's median growth is 50th percentile, which is significantly lower than our math growth (74th percentile).

Critical Root Cause 1: Teachers have access to assessment data but may not use it effectively to plan targeted instruction. Lack of differentiated instruction in reading. Lack of rigorous content throughout the reading modules to ensure student understanding is reflected. Uncertainty of assessments and how to determine level of mastery.

Problem Statement 1 Areas: Student Success

Problem Statement 2: During PLCs, teachers are not consistently referring to the Teacher Clarity Guide to review the Success Criteria and how it can be utilized as formative steps to check for student understanding and progress toward mastery. Additionally, the administrative team needs to clarify expectations regarding the use of the Teacher Clarity Guide when planning reading lessons.

Critical Root Cause 2: Teachers are overwhelmed with several resources from CCSD and the curriculum, and struggle with finding the most important and valuable parts to use when planning instruction, a lack of clear understanding of how to interact with Success Criteria in the classroom.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students often have difficulty with emotional regulation and conflict resolution skills, which can make them not want to attend school.

Critical Root Cause 3: Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of kindergarten-5th-grade students meeting or exceeding the established growth target in MAP Reading from 50% (Spring, 2025) to 65% (Spring, 2026), as measured by the MAP Growth Assessments.

Formative Measures: Data analysis from each benchmark, summative assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Increase measurable reading growth (fluency, comprehension, and vocabulary) for all students by providing students with high-quality Tier 1 instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implementation of ELA SBAC interim assessments.	Teachers and administration	Quarterly			
2	Teachers will provide small group Tier I instruction in reading, monitoring formative assessment data to make adjustments to student groupings and the instruction strategies being used.	Teachers	3 times a week			
3	Teachers will incorporate strategic opportunities for students to demonstrate their understanding of the success criteria and be metacognitively aware of their understanding.	Teachers	Daily			
4	Teachers will provide assessment opportunities to check student knowledge and identify any misconceptions or misunderstandings, and respond accordingly during Tier 1 instruction.	Teachers	Daily			
Position Responsible: Administration Resources Needed: SBAC Interim testing calendar, HMH Into Reading Curriculum, Curriculum Hub, staff members to teach, PLC document Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Based on the Spring 2025 MAP Reading assessment, our school's median growth is 50th percentile, which is significantly lower than our math growth (74th percentile). **Critical Root Cause:** Teachers have access to assessment data but may not use it effectively to plan targeted instruction. Lack of differentiated instruction in reading. Lack of rigorous content throughout the reading modules to ensure student understanding is reflected. Uncertainty of assessments and how to determine level of mastery.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers and students interacting with the Success Criteria from 39% (Spring, 2025) to 80% (Spring, 2026) as measured in Tier 1 Walkthroughs, classroom observations, and during PLC planning.

Formative Measures: Tier 1 Walkthrough data, classroom observation data, PLC conversations, lesson plans

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																																										
Improvement Strategy 1: Teachers will incorporate refined ELA PLC conversations during Tier 1 instructional planning, which includes reviewing the Success Criteria to ensure student tasks are aligned with standards.				Status Check		EOY Reflection																																								
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				<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>Review of schoolwide expectations regarding PLC structures/Edit PLC document as needed to ensure teachers engage in collaborative discussions</td> <td>Administration</td> <td>Beginning of year and weekly during meetings</td> </tr> <tr> <td>2</td> <td>Consistent Tier 1 Monitoring Rounds and feedback provided</td> <td>Administration</td> <td>Weekly</td> </tr> <tr> <td>3</td> <td>Coaching on effective differentiation strategies</td> <td>RBG3 Strategist and Administration</td> <td>Monthly</td> </tr> <tr> <td>4</td> <td>Professional Learning on differentiation and scaffolds with HMH Curriculum</td> <td>RBG3, Administration, CCSD Coordinators</td> <td>Quarterly</td> </tr> <tr> <td>5</td> <td>Consistent PLC conversations utilizing district-based material as the foundation in which students demonstrate their understanding of the Success Criteria.</td> <td>Teachers and Admin</td> <td>Weekly</td> </tr> <tr> <td>6</td> <td>LETRS Training and Implementation during the Foundational Skills block</td> <td>Teachers</td> <td>Monthly</td> </tr> <tr> <td>7</td> <td>Lesson plans including differentiation within the reading block</td> <td>Teachers</td> <td>Weekly</td> </tr> <tr> <td>8</td> <td>The teacher will design learning tasks aligned with standards, ensuring students have opportunities to demonstrate their understanding of the learning target.</td> <td>Teachers</td> <td>Weekly</td> </tr> <tr> <td>9</td> <td>Teachers will collaborate with their team during PLC meetings to create meaningful learning experiences, focusing on student-teacher interactions that align with success criteria.</td> <td>Teachers</td> <td>Weekly</td> </tr> </tbody> </table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Review of schoolwide expectations regarding PLC structures/Edit PLC document as needed to ensure teachers engage in collaborative discussions	Administration	Beginning of year and weekly during meetings	2	Consistent Tier 1 Monitoring Rounds and feedback provided	Administration	Weekly	3	Coaching on effective differentiation strategies	RBG3 Strategist and Administration	Monthly	4	Professional Learning on differentiation and scaffolds with HMH Curriculum	RBG3, Administration, CCSD Coordinators	Quarterly	5	Consistent PLC conversations utilizing district-based material as the foundation in which students demonstrate their understanding of the Success Criteria.	Teachers and Admin	Weekly	6	LETRS Training and Implementation during the Foundational Skills block	Teachers	Monthly	7	Lesson plans including differentiation within the reading block	Teachers	Weekly	8	The teacher will design learning tasks aligned with standards, ensuring students have opportunities to demonstrate their understanding of the learning target.	Teachers	Weekly	9	Teachers will collaborate with their team during PLC meetings to create meaningful learning experiences, focusing on student-teacher interactions that align with success criteria.	Teachers
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<p>Position Responsible: Administration</p> <p>Resources Needed: Professional learning materials (digital and hard copy). PLC Document and structures to support teacher and student success LETRS Professional Learning</p> <p>Evidence Level Level 2: Moderate: Professional Learning Communities</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>																																														

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: During PLCs, teachers are not consistently referring to the Teacher Clarity Guide to review the Success Criteria and how it can be utilized as formative steps to check for student understanding and progress toward mastery. Additionally, the administrative team needs to clarify expectations regarding the use of the Teacher Clarity Guide when planning reading lessons. **Critical Root Cause:** Teachers are overwhelmed with several resources from CCSD and the curriculum, and struggle with finding the most important and valuable parts to use when planning instruction, a lack of clear understanding of how to interact with Success Criteria in the classroom.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 22% to 10% by spring 2026, as measured by the NSPF and FocusED.

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide additional incentives for attendance, such as Capturing Kids Hearts lessons and monthly meetings with parents for students who are considered chronically absent.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Implementation of Capturing Kids Hearts	Teaching Staff	Daily			
2	Character strengths and recognition for students	Administration	Monthly			
3	Attendance groups for students who were chronically absent during the 2024-2025 school year	Administration and Office Staff	Weekly			
4	Adjustment to the attendance plan to be more proactive with parents regarding attendance	Administration and Office Staff	Daily			
5	Clubs	Teaching Staff	Dependent on schedules			
6	Elementary School Support Model and Shared Space	Teaching Staff	Daily			
7	Family involvement nights	Administration and Teaching Staff	Monthly			
8	House system	Administration and Teaching Staff	Daily			
<p>Position Responsible: Administration Resources Needed: Staff to lead clubs Location to host events Capturing Kids Hearts curriculum and professional development</p> <p>Evidence Level Level 4: Demonstrate Rationale: Climate and Culture</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students often have difficulty with emotional regulation and conflict resolution skills, which can make them not want to attend school. **Critical Root Cause:** Parental instability, feelings of authority vs. partnership in their child's education, and lack of conflict-resolution techniques.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,453,141	Licensed, Support, Administration Staff, Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$87,665	Licensed and Support Staff	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$74,917	Licensed Staff	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$595,166	Licensed Staff, Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$64,938	Supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$301	Supplies	Student Success, Adult Learning Culture, Connectedness

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher	8/15/2025	