



Clark County School District

Harney Middle School

School Performance Plan: A Roadmap to Success

Harney Middle School 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 ☐ CSI ☐ TSI ☒ TSI/ATSI

Our SPP was last updated on October 26, 2022.



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/kathleen_and_tim_harney_middle_school/2022/nspf

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Phongsavanh Skvarek	Principal(s)
Susan Thurman	Assistant Principal
David Bickmore	Assistant Principal
Dan Myers	Assistant Principal
Leanna Kromer, Learning Strategist	Teacher(s)
Mildred Zamorano-Perry	Assistant Principal
Darrell Shakespear	Student Success Instructional Facilitator
Erica Nungaray	Paraprofessional(s)
Nakeshia Primm	Parent
Megan Farnsworth	Parent(s)
Ashlee Merback	Parent(s)
Evamaria-Avers Lastre	Parent(s)
Rachel Mangum	Parent(s)
E'Kiha Powell	Student(s)



Linda Dieckhoff

Counselor

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
24% of 7th grade students are proficient in Language Arts 8% of 6th grade students are proficient in math	- ELA all grade levels - Math all grade levels
Problem Statement: Math: There is a significant gap between proficient (7%) and non-proficient (93%) students on the Fall benchmark MAPS Math Assessment. ELA: There is a significant gap between proficient (20%) and non-proficient (80%) students on the Fall benchmark MAPS ELA Assessment. Critical Root Causes of the Problem: - Instructional practices lacking data-driven lessons - Moving on without addressing academic gaps	

Student Success	
School Goal: Increase the percent of students meeting/exceeding growth projections in math from 10% (winter 2022) to 15% (winter 2023) to 20% (spring 2023) as measured by MAP Growth Assessments. (AB 219 C) Focus on increasing the percent of ELL students meeting/exceeding growth projections in math from 10% (winter 2022) to 15% (winter 2023) to 20% (spring 2023) as measured by MAP Growth Assessments, with the end goal of increasing SBAC proficiency in Math from 2.0% in 2022 to 7% in 2023.	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2 ☒ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6



Increase the percent of students meeting/exceeding growth projections in reading from 20% (winter 2022) to 25% (winter 2023) to 30% (spring 2023) as measured by MAP Growth Assessments.

- Focus on increasing the percent of ELL students meeting/exceeding growth projections in ELA from 20% (winter 2022) to 25% (winter 2023) to 30% (spring 2023) as measured by MAP Growth Assessments, with the end goal of increasing SBAC proficiency in Reading from 2.0 % in 2022 to 7% in 2023.

Formative Measures:

- MAP
- Diagnostic Assessments

Improvement Strategy: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with Carnegie Learning consultants to improve Tier I instructional strategies in ELA and Math.

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

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- PLC on unwrapping standards and measuring progress towards standards mastery.
- PLC to use MAP Data in instruction and Lesson Planning
- Conferences with students about data and its relevance
- Collaborate with Carnegie Learning consultants
- Collaborate with feeder school on vertical alignment

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Current Standards
- Blocked time to discuss standards with grade levels.
- School-wide data (Map Scores)
- Recognition for growth and proficiency
- CPD/RPDP Support for trainings

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Lead: *Who is responsible for implementing this strategy?*

Core teachers
Instructional Leaders
Learning Strategists
Supervising
Administrators
Consultants



Implementation Challenge:

- Having subject-matter experts come in to explain/expand the standards. (shortage of trainers)
- Explaining the Standards to students in a manner so they understand “the big picture,” and the purpose of learning different topics that “meet those Standards.” (i.e. MAP scores, etc).
- Color data sheets for students to have a student-friendly vision of their progress and growth trajectory as we implement school wide Student Led Information Conferences
- Structured PLC’s to review data in order to improve Tier 1 instruction.
- Creating time for implementation in the classroom.

Potential Solution:

- *Calendared and funded opportunities for teams to meet outside contract time.*
- *Vertical alignment opportunities with feeder schools.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I and Strategic Budget*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners:

- Challenge: Data shows that 19.4 percent of English Learner (current plus former) students were proficient in ELA while 34.8 percent of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 15.4 percent point difference between these student groups scoring proficient in ELA.
- Support: Tier I ELA instruction will be planned with appropriate scaffolds for EL identified student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Title I Funds will be used for class size reduction. Title III Funds will be used to provide materials and staff for after school tutoring.
- Challenge: Data shows that less than 5 percent of English Learner (current plus former) students were proficient in math while 11.3 percent of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. There is a 6 percent point difference between these student groups scoring proficient in math.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Support: Tier I math instruction will be planned with appropriate scaffolds for EL identified student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Title I Funds will be used for class size reduction. Title III Funds will be used to provide materials and staff for after school tutoring. Consulting, coaching, and support provided by Carnegie Math Solutions.

Foster/Homeless:

- Challenge: Data shows that less than five percent of Foster/Homeless students were proficient in ELA while 34.8 percent of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 14.4 percent point difference between these student groups scoring proficient in ELA.
- Support: Tier I ELA instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Breakfast, lunch, and after school snacks are provided daily. Students receive flexible due dates, opportunities for retakes, and access to counselors and social worker. Title I Hope assists with clothing and food.
- Challenge: Data shows that less than five percent of Foster/Homeless students were proficient in math while 11.3 percent of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. There is a 6 percent point difference between these student groups scoring proficient in math.
- Support: Tier I math instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Breakfast, lunch, and after school snacks are provided daily. Students receive flexible due dates, opportunities for retakes, and access to counselors and social worker. Title I Hope assists with clothing and food. Consulting, coaching, and support provided by Carnegie Math Solutions.

Free and Reduced Lunch:

- Challenge: Data shows that 20.4 percent of Economically Disadvantaged students were proficient in ELA while 34.8 percent of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 14.4 percent point difference between these student groups scoring proficient in ELA.
- Support: Tier I ELA instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Breakfast, lunch and after school snacks are provided daily. Students receive flexible due dates, opportunities for retakes, and access to counselors and social worker. Title I Hope assists with clothing and food.
- Challenge: Data shows that 5.8 percent of Economically Disadvantaged students were proficient in math while 11.3 percent of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. There is a 5.5 percent point difference between these student groups scoring proficient in math.
- Support: Tier I math instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Breakfast, lunch and after school snacks are provided daily. Students receive flexible due dates, opportunities for retakes, and access to counselors and social worker. Title I Hope assists with clothing and food. Consulting, coaching, and support provided by Carnegie Math Solutions.

**Migrant: NA**

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Data shows that 11.4 percent of Black/African American students were proficient in ELA while 34.8 percent of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 23.4 percent point difference between these student groups scoring proficient in ELA.
- Support: Tier I ELA instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Instructional teams will participate in data-driven Professional Learning Communities to develop scaffolds and differentiation to instruction aligned with the NVACS.
- Challenge: Data shows that less than 5 percent of Black/African American students were proficient in math while 11.3 percent of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. There is a 6.3 percent point difference between these student groups scoring proficient in math.
- Support: Tier I math instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. Instructional teams will participate in data-driven Professional Learning Communities (PLCs) to develop scaffolds and differentiation to instruction aligned with the NVACS. Consulting, coaching, and support provided by Carnegie Math Solutions.

Students with IEPs:

- Challenge: Data shows that less than 5 percent of students were proficient in ELA while 34.8 percent of White/Caucasian students were proficient on the 2021-2022 SBAC ELA assessment. There is a 30 percent point difference between these student groups scoring proficient in ELA.
- Support: Tier I ELA instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning.
- Challenge: Data shows that less than 5 percent of students were proficient in math while 11.3 percent of White/Caucasian students were proficient on the 2021-2022 SBAC math assessment. There is a 6.3 percent point difference between these student groups scoring proficient in math.
- Support: Tier I math instruction will be planned with appropriate scaffolds for all student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning.

AB 219 - Corrective Action Plan:

- ELL Stats:



- Harney MS has 218 identified English Language Learner students (21 newcomers, 22 short-term, 8 at-risk, and 167 long term).
- The 2021-2022 WIDA ACCESS Assessment data show that 2.5 % of ELL students met their Language Proficiency growth targets. In comparison, during 2020-2021, 9.6% of ELLs met their AGP growth targets and during 2019-2020, 16.2% of ELLs met their AGP growth targets.
- When comparing WIDA ACCESS language proficiency growth from 2020-2021 to 2021-2022, 31% of the ELLs improved from .1 to 1.5 levels of language proficiency, 9% of ELL made no growth, and 60% of ELLs decreased in proficiency.
- Root Cause:
 - Due to a high number of staff vacancies, there is a need to ensure that instruction and instructional support is provided by licensed teachers and qualified support staff.
 - Classroom observations and lesson plans indicated inconsistencies in planning for and delivering instruction that allows students the ability to transfer language skills and content knowledge to demonstrate proficiency in SBAC.
 - Classroom observations and lesson plans indicated inconsistencies in planning for and delivering instruction that engages students in academic discourse.
 - Proficiency performance of ELLs demonstrates a need for additional knowledge and skills to deliver effective grade - level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.
- Action Steps to Address Root Causes:
 - All licensed and support staff who are hired will be trained in effective instructional strategies.
 - After-school ELL Tutoring
 - Language Acquisition Classes
 - Language through LEGOS
 - Implementation and usage of effective curriculum in Focused Language Study (FLS) and Academic Content Language Expansion (ACLE) classes.
 - Teachers will incorporate effective discourse structures into their Tier I instruction to engage students in academic discourse.
 - Teachers will develop their knowledge of high impact strategies by participating in professional learning on Project Guided Language Acquisition Design (GLAD), academic discourse strategies, and by completing the Understanding Language Development (ULD) Professional Learning sessions.
 - Offering two Focused Language Study (FLS) courses for newcomers and one Academic Content Language Expansion (ACLE) class.
 - Monitor completion of Understanding Language Development (ULD) sessions.
- Responsibility for Addressing Root Causes (Action Steps):
 - Administration and learning strategists will monitor tutoring participation and growth
 - Title III tutoring for ELL students is administered by licensed professionals.
 - Leadership team will conduct classroom observations/data walks to monitor implementation of GLAD and ELL strategies across all content areas.
 - Leadership team will monitor PLC agendas and lesson plans to ensure implementation of quality Tier I instruction aligned to NVACS utilizing EL strategies.



- Administration will ensure that Title III funds are used to fund prep buyouts for FLS and ACLE ELL courses.
- TESL certified teacher administers Focused Language course
 - Teachers attend regularly scheduled district provided professional learning sessions provided to specifically target Focused Language instructors for newcomer ELL students.
- Plans to provide Professional Learning:
 - Administration will monitor ULD completion and the implementation of GLAD strategies.
 - Learning strategists will provide professional learning on EL strategies and discourse structures.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
● 90% of staff members reported that there is an adequate number of instructional materials and basic supplies at the school. (2021 Data)	● 72% of staff members felt that the school promoted staff and teacher participation in decision making that affects school practices and policies. (2021 Data)
Problem Statement: Teachers and staff indicate they have not had enough opportunities for their voices to be heard or have received effective communication. Critical Root Causes of the Problem: ● Disconnect between teachers and administration ● Communication occasionally focused on instruction ● Anonymous surveys previously not implemented ● Staffing percentages according to DWS are below 70%	

Adult Learning Culture	
School Goal: Increase the percent of staff who agree or strongly agree that there is good communication amongst teachers, staff, and administrators at this school from 62.50% in 2020 to 72% by 2022 as measured by the CCSD District-Wide Survey.	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☒ STIP Goal 2

**Formative Measures:**

- *Teacher feedback*

☐ STIP Goal 3 ☐ STIP Goal 4☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Increase the number of Instructional Leader Meetings, Calendared PLC meetings, and staff meetings. Administer quarterly anonymous surveys to staff to increase transparency, trust, communication and feedback*

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

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Anonymous Needs Surveys--Google surveys
- PLC Grade Level Meetings--Topics
- Formalized Teacher Mentoring Program
- Bi-Monthly Instructional Leader Meetings
- Monthly Full Staff Meetings
- Weekly Memo sent the first day of the school week

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Consistent timeframe to implement meetings that staff and administration can attend.
- Strategies and events to build trust amongst staff
- Teacher leaders for teacher mentoring
- Workshops/assignments during PLC's targeting instruction to support all the supergroups.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Implementation Challenge:

- PLC time to meet because of prep buys
- Teacher mentoring-finding structured time and place
- Building trust and respecting each person's abilities and contributions
- Mainstreamed ELL students and determining how to implement effective academic discourse to address expressive and receptive language acquisition skills.

Lead: *Who is responsible for implementing this strategy?*

Staff

Instructional Leaders

Learning Strategists

Supervising Administrators



Potential Solution:

- *Calendared and funded opportunities for teams to meet outside contract time.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I and Strategic Budget*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners:

- Challenge: Teacher vacancies and long term substitutes have caused inconsistencies in instruction and assessments.
- Support: Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings. PLC's focused on targeted instructional support for LTEL's and the newcomers. Reading, Writing, Listening, Speaking.

Foster/Homeless:

- Challenge: Teacher vacancies and long term substitutes have caused inconsistencies in instruction and assessments.
- Support: Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings. Maintain confidentiality. Counselors and social workers meet with our foster/homeless students and get them the physical, social, emotional, and academic resources needed.

Free and Reduced Lunch:

- Challenge: Teacher vacancies and long term substitutes have caused inconsistencies in instruction and assessments.
- Support: Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings.

Migrant: NA

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: Teacher vacancies and long term substitutes have caused inconsistencies in instruction and assessments.
- Support: Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings. Academic content in all areas that are inclusive of all cultures in alignment with CCSD Policy 6150.

Students with IEPs:

- Challenge: Teacher vacancies and long term substitutes have caused inconsistencies in instruction and assessments.



- Support: Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings. Teachers have access through IC. Teachers must read and understand the needs of their IEP students. Also, partner with the student's TOR if needed to ensure all needs are being met.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas of Growth
• Less than 25% of students are responsible for 100% of Behavior incidents on campus	• Decrease the percentage of Black/African American students involved in behavior events. Currently this subgroup is responsible for 48% of all behavior events in the FocusEd threshold
Problem Statement: There has been an increase in behavior incidents on campus since the start of the 2021-2022 school year leading students to indicate concerns for their safety. Critical Root Causes of the Problem: • Teacher - Student Relationships • Social-Emotional Understanding (Self-Regulation/Sense of Belonging) • Progressive Discipline Consistency • Lack of positive incentives implemented	

Connectedness	
School Goal: Decrease the number of major behavior incidents, specifically fighting and bullying, and Racially Motivated Incidents. (RMI) from 83 (quarter 1) to 75 (quarter 2) to 68 (quarter 3) to 61 (quarter 4) by May 2023 as measured by Infinite Campus/Behavior Analysis Visualization. Formative Measures:	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2



- Datalab
- Infinite Campus Reports
- FocusEd

☐ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5 ☒ STIP Goal 6

Improvement Strategy: Implement the PBIS rewards program to promote positive behavior on campus and decrease the number of major incidents that occur.

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

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- PBIS Announcements and accounts connected to Clever
- Collaborate with EDE and ESD Office to launch Restorative Justice Partnerships to address student disruptions.
- PLC for Progressive Discipline and other behavior interventions
- Implement Restorative Justice Practices
- Create an RJP School Team
- Counseling and Social Worker Mentoring Groups (lunch bunch)
- SEL in classrooms

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Incentives/items for PBIS rewards; visual reminders and rewards that will catch student attention and engage conversation; “leaderboard” with points for students/classes/teachers.
- Marketing Campaign
- Training for PLCs
- Instructional Facilitator classroom interventions
- People to help monitor/implement systems and rewards

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

Implementation Challenge:

- Implementing incentives, consistency with teachers, display board in a common area, student buy-in
- Training for PLCs.
- Ensuring consistency in interpretation and implementation

Lead: *Who is responsible for implementing this strategy?*

Staff
Instructional Leaders
Learning Strategists
Supervising Administrators



- Finding people to help monitor/implement systems and rewards

Potential Solution:

- Availability of attainable rewards
- Calendered opportunities outside of the contract day

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title I and Strategic Budget

Resource Equity Supports²: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.
- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

Foster/Homeless:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.
- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

Free and Reduced Lunch:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.
- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

Migrant:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.
- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

Racial/Ethnic Groups:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.

² “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

Students with IEPs:

- Challenge: Ensuring consistency in implementation and interpretation of SEL lessons.
- Support: Use of Talking Points application to communicate in a variety of languages to parents. Restorative Justice Sessions: access to counselors, the social worker, the addition of bilingual staff, peer groups, Small group orientation of expectations, and PBIS Rewards.

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
Orientation	8/5/22	Parents and students were looking forward to growth in school wide activities, academic opportunities, and engagement/involvement.
SOT August Meeting	8/17/22	Discussions involved school wide implementations of procedures for lunch which has decreased behavior incidents, school plans for celebration and recognition of staff and building anniversary, and staffing vacancies concerns.
Open House	8/24/22	Parents and students reported satisfaction with the growth of the school with attention to overall communication, student opportunities, and improved school wide behavior.
SOT September Meeting	9/21/22	Conversations centered around decreasing behavior incidents, decreasing staff vacancies: campus monitors and administration, positive student engagement through Title III tutoring: Language through Legos Program, and renewed student pride on campus.
SOT October Meeting	10/13/22	New team is enthusiastic to be involved in positive changes on campus. Parents and students are looking to increase sports opportunities: volleyball and track.
SOT November Meeting	11/17/22	Conversations centered around increase staff, instructional supports, and parent engagement
SOT December Meeting	12/15/2022	Parents reported satisfaction with the improving climate of the school, survey results had increased, staffing is improving, and celebrating student successes.



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)
Title I	\$704,900.00	Staffing, Instructional Support programs	Student Success, Adult Learning Culture, Connectedness
Hope 2	\$68,001.00	Staffing	Connectedness
Strategic Budget 2021 - 2022	\$7,608,005.00	Staffing, Supplies, School operations	Student Success, Adult Learning Culture, Connectedness
English Learner	\$269,403.00	Staffing	Student Success, Adult Learning Culture, Connectedness
At-Risk	274,831.00	Staffing	Student Success, Adult Learning Culture, Connectedness