Washoe County School District

Huffaker Elementary School

2026-2027 School Improvement Plan

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Mission Statement

Huffaker Elementary School will partner with our families to support the emotional, academic, and social development of our students so that every student has an equitable opportunity to perform and achieve at the highest level.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

While overall proficiency declined in both Math and ELA, several student groups demonstrated stability or growth. Multiracial students maintained strong Math performance showing consistency with an overall 60% at or above standard on the SBAC. Hispanic students sustained their ELA achievement levels at 25% at or above standard on the SBAC.

Both students receiving IEP services and English Learners showed measurable gains. IEP students grew from 13% to 15% at or above level on the SBAC in ELA. EL students grew from 5% to 9% at or above level on the SBAC in ELA. These results highlight pocketed areas of success.

5th grade showed a strong increase in proficiency in ELA growing from 61% at or above standard on the SBAC to 63%.

On the i-Ready End of Year Diagnostic, we showed median percent progress towards Typical growth in Math at 104%. For Reading, the median percent progress towards typical growth in Reading is 120%.

Areas for Growth

Despite our student success, challenges persist. A significant portion of students are not meeting at or above proficiency standards in ELA and Math. By the end of the 26-2027 school year, increase overall proficiency of students at or above standard on the Math and ELA SBAC exam by at least 5%.

Furthermore, to increase proficiency of our Hispanic population's proficiency from 13% in 2026 in Math.

Furthermore, to increase proficiency of our Hispanic students from remaining stagnate at 25% in 2026 in ELA.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our Hispanic Students had a drop of 14 % in math proficiency from 2025 to 2026.	Use of ELLevation high-yield strategies and ELD support ELF Support in our PLC collaboration Monthly EL update and tips Learning walks to strengthen tier 1 instruction Professional Learning surrounding Teacher Clarity.
Foster/Homeless	Despite representing a small percentage of the student population (CIT, Foster), students experiencing housing instability or foster placement demonstrate disproportionate academic and engagement at school.	The school will provide regular (minimum biweekly) counseling check-ins to support emotional well-being and school connection. District wraparound supports.

		Resources offered to outside agencies.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Our Multiracial Students had a drop in ELA proficiency of 10% from 2025 to 2026.	Use of ELLevation high-yield strategies and ELD support ELF Support in our PLC collaboration Monthly EL update and tips Learning walks to strengthen tier 1 instruction Professional Learning surrounding Teacher Clarity.
Students with IEPs	Students identified as IEP went from 13% in 2025 15% in 2026 in both ELA and math proficiency.	Intervention support from Resource Teacher Individualized support within the general education classroom

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

* Continue to focus on five major teams/committees: Leadership, MTSS, PBIS, Instructional Leadership Team (ILT) and Culture and Climate Team (CCT).

*Highly effective MTSS and PBIS systems allowing for a school-wide adoption.

*A Highly effective PLC process being in stage 7 – Reflecting on Instruction in ELA and math. Continued focus on the math curriculum Reveal. Continued focus on Huffaker Clarity.

* ILT - Math focus around claim 1: students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Implementation of instructional rounds around teacher clarity and student math practice engagement.

* Staff Climate Survey made a positive improvement in six of the twelve categories on the survey since the last survey.

*Staff Climate Survey improved by 20 for work stress since the last survey.

*Staff Climate Survey improved by 6 in student behaviors since the last survey.

Areas for Growth

* Five-year Vision: Utilize the five major teams to guide instructional decision making around walkthrough forms, high-leverage tier 1 strategies and ELLEvation and/or GLAD trainings.

*Address effective math instructional strategies to improve student engagement and learning of essential standards/outcomes. Address effective tier I math strategies to utilize clarity and visible learning.

* Engage in professional learning around Huffaker Clarity. Put learning intentions and success criteria in practice in every classroom.

*Continue Instructional Peer Observational Rounds and tailor support to teacher's learning and growth needs in the area of math.

*On the Staff Climate Survey i-Ready was down by 6 since the last survey.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students identified as Hispanic went from 27% in 2025 to 13 % in 2026 in math proficiency.	Use of ELLevation high-yield strategies and ELD support Provide EL Professional learning while co-planning with the facilitator. i-Ready Support and utilization
Foster/Homeless	Despite representing a small percentage of the student population (CIT, Foster), students experiencing housing instability or foster placement demonstrate disproportionate	The school will provide regular (minimum biweekly) counseling check-ins to support emotional well-being and school connection. District wraparound supports.

	academic and engagement at school.	
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	Solution: The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students identified as multiracial went from 70% to 60% ELA proficiency from 2025 to 2026.	Use of ELLevation high-yield strategies and ELD support Provide EL Professional learning while co-planning with the facilitator. i-Ready Support and utilization
Students with IEPs	Students identified as IEP went from 13% in 2025 to 15% in 2026 in both math and ELA proficiency.	Intervention support from Resource Teacher Intentional tier 1 support in the general education setting i-Ready Support and utilization

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked	* A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support
2 ★	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

★ = Priority

Connectedness

Areas of Strength

- Decreased Chronic Absenteeism as a school by 1%, going from 6% of students with attendance less than 90% to 5% overall.
- Decreased Chronic Absenteeism in 1st grade, 3rd grade, 4th grade and 5th grade.
- Decreased Chronic Absenteeism for our multiracial student from 25% in 2024 to 0% in 2026.

Areas for Growth

Huffaker works hard to ensure our students identified as being chronically absent have a connection to school and/or services to support their attendance and participation.

- The percent of students with attendance less than 80% grew by 1% in 2026. Students identified as Hispanic measured at 2%, students identified as white measured at 1%, students identified as multiracial measured at 0%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Severe chronic absenteeism for our students identified as Hispanic went from 1% to 2%.	Use of ELLevation high-yield strategies and ELD support
Foster/Homeless	Students identified as Foster/ Homeless remained stagnant.	Continue to provide wraparound supports to ensure students have reduced barriers to continue coming to school.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Severe chronic absenteeism for our Multiracial students went from 4% in 2024 to 0% in 2026.	Continue to provide wraparound supports to ensure students have reduced barriers to continue coming to school.

Students with IEPs	Severe chronic absenteeism for students identified as IEP went from 2% in 2025 to 0% in 2026.	Intervention support from Resource Teacher

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school	A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school
2 ★	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics
2 ★	There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked	* A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support
3 ★	Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school	A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/achievement, a need to connect to school
4 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **I-Ready**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **Study of best practices**

Connectedness

- [x] **Attendance**
- [x] **PBIS/MTSS data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the 2027 SBAC math proficiency will grow from 4% of EL students at or above standards to 9% percent of EL students at or above standards.

Formative Measures: 2027 SBAC
i-Ready
SLO Math Focus
PLC Data Dives/ Discussions

Improvement Strategy 1

PLCs and Professional Learning

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development: The ILT will have a shared vision for math instruction, as well as a shared understanding of our current scores. The ILT will work together to strategize how to improve student academic experiences and outcomes, through individualized and collective Teacher Clarity actions. Professional Development to address EL specific needs with the EL Facilitator monthly. ELF/Administrator Language Walks and Feedback to teachers Professional Development to address Teacher Clarity (Learning Intentions and Success Criteria) Professional Development to address effective instructional strategies to improve student engagement and learning of essential standards/ outcomes Implement Professional Learning opportunities and coaching within ILT monthly meetings Develop knowledge of instructional practices are most effective for our students Develop Instructional Rounds with clear outcomes, and schedule of 3 times during 25-26 school year Tailor support to teacher's strength, learning styles and growth needs Build PLC capacity - ILT member lead grade level PLC	Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers	End of 26-27 SY	

Position Responsible: Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers

Evidence Level

Level 2: Moderate:
PLCs and Professional Learning

Problem Statements: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked	* A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support
2	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

SMART Goal 2

By the 2027 SBAC, math proficiency will grow from 33% of students at or above standards to 38% of students at or above standards.

Formative Measures: 2027 SBAC,
i-Ready
SLO math focus
PLC data dives/discussions

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	i-Ready Continue implementation of the district adopted i-Ready program. Use i-Ready Diagnostic results (BOY, MOY, EOY) to identify 3rd - 5th grade students projected to pass the SBAC at a level 3. Create an intervention schedule for students to engage in i-ready lessons. Create a monthly schedule to track student engagement, tests passed, and progress towards SBAC ready. Continue with agenda item to discuss student i-Ready proficiency during weekly PLC. Implement Huffaker Clarity through the PLC process to refine clarity of instruction for students and help support the assessment process.	Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers	End of 26-27SY	

Position Responsible: Lisa Love, Principal Connor Dillon, Dean 3rd - 5th grade teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
2	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Huffaker's SBAC Math score declined to an overall score of 33% at or above standard in 2026. Our goal is to shrink our proficiency gap by 5% in 2027. English Learners: limited English Language FRL: limited academic vocabulary and language support Racial/Ethnic Groups: address any disparities tracked from data IEP: Repeated exposure of content	* A need for school-wide alignment and standardization of Tier II/III Math interventions * A need for collective efficacy during PLC to support mathematical teaching strategies * A need for an interventionist to support students in Math * A need to use the district adopted i-Ready program * A need for students to track essential mathematical outcomes using a data notebook * A need to focus on academics

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

By the end of May 2027, Huffaker's Instructional Leadership Team (ILT) will meet ten times with the agenda to strategize student academic experiences and outcome improvement through the focus on Huffaker Clarity. Results of the 2027 SBAC will show Huffaker's math proficiency to grow from 33% of students at or above standards to 38% of students at or above standards.

Formative Measures: 10 ILT meeting agendas
SMARTIE goal and action steps
SLO common formative assessment
Instructional Rounds-Learning Walks

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Development: The ILT will have a shared vision for math instruction, as well as a shared understanding of our current scores. The ILT will work together to strategize how to improve student academic experiences and outcomes, through individualized and collective Teacher Clarity actions. Create Collective Agreements through Brene Brown Container Building Activity Create SMARTIE goals to define the ILT effectiveness Professional Development to address Teacher Clarity (Learning Intentions and Success Criteria) Professional Development to address effective instructional strategies to improve student engagement and learning of essential standards/ outcomes Implement Professional Learning opportunities and coaching within ILT monthly meetings Develop knowledge of instructional practices are most effective for our students Develop Instructional Rounds with clear outcomes, and schedule of 3 times during 25-26 school year Tailor support to teacher's strength, learning styles and growth needs Build PLC capacity - ILT member lead grade level PLC	Lisa Love, Principal Connor Dillon, Dean K-5 ILT members support ILT members	End of 25-26SY	

Position Responsible: Lisa Love, Principal Connor Dillon, Dean K-5 ILT members support ILT members

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	There is a need to focus specifically on a shared vision for instruction and work together to strategize how to improve student academic experiences and outcomes, through individual and collective action. English Learners: limited English Language. Limited strategies to teach academic vocabulary and language to students identified as EL. Racial/Ethnic Groups: Address any disparities tracked	* A need for high-yield instructional strategies to move students to proficiency and beyond * A need for PLC capacity building * A need for deep reflection, tackling innovative projects such as action research/lesson study around Teacher Clarity * An increase in observation/feedback cycles * More teacher coaching support

Inquiry Area 3

Connectedness

SMART Goal 1

By the end of May 2027, Huffaker's chronic absenteeism data will be reduced by 1 % from 5% in 2026.

Formative Measures: Chronic Absenteeism Data
Student Climate Data

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students identified as chronically absent, will participate in a check in and check out system, and their families will receive a weekly positive attendance email. Counselor and Dean will greet students and their families arriving tardy at the start of the school day Attendance of District Re-engagement facilitators at both 3-5 and K-2 Back to School Nights Bi-weekly attendance meetings Daily attendance calls made to families Check in and check out systems with designated staff Special jobs for students arriving to school on time; announcements, breakfast job Attendance letters mailed Truancy Officer Support Weekly Family email addressing academic and attendance connections MTSS/IAT weekly meetings to address re-engagement strategies for students identified as chronically absent Weekly PLC agenda item to address re-engagement strategies for students identified as chronically absent Monthly PBIS Attendance Awards	Lisa Love, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Kristi Carter, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers	End of 26-27SY	

Position Responsible: Lisa Love, Principal Connor Dillon, Dean Katie LaRiviere, Counselor Kristi Carter, Administrative Secretary Jessica Hanson, Clinical aide K-5 teachers

Evidence Level

Level 1: Strong:
MTSS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Ensure our students identified as being chronically absent have a connection to school and/or services to support attending school	A need for effective instructional planning throughout the day to reinforce to students and families the importance of being on time, a students' lack of skill set or readiness for current grade, a lack of communication with parents connecting attendance to academic progress/ achievement, a need to connect to school

Community Outreach Activities

Activity	Date	Lesson Learned
Welcome Back Social	8/7/2026	
Back to School Nights	8/18 and 8/20/2026	
Walk to School Day	One First Semester (September) and One Second Semester (May)	
Family Skate Nights	October 2026, January 2027, April 2027	
Kindness Week	October 29-23rd, 2026	
Jog-a-thon	9/30/2026	
Hanukkah and Other Holidays	December 2026	
Cookies with Santa	December 2026	
Sweetheart Dance	February 2027	
Reading Week	Week of March 1st, 2027	
Night at the Library	March 2027	
Spring for the Arts	April 2027	