

Washoe County School District
Sparks High School
 2021-2022 School Performance Plan:
 A Roadmap to Success
 PILOT V1

School Goal Dashboard			
Goal	Milestone 1 (January)	Milestone 2 (March)	Progress Check (Date of update)
1. See page 12.	See page 12.	See page 14.	
2. See page 17.	See page 17.	See page 17.	
3. See page 19.	See page 19.	See page 21.	
4. See page 19.	See page 19.	See page 21.	

Sparks High School has established their school improvement roadmap for the 2021-22 school year. This road map includes 4 goals, 2 milestones each, and progress checks on January 14 and March 11. This overview will be updated three times this year to share successes and updates. Please reach out to Kevin Carroll for more information.

Principal: Kevin Carroll

School Website: <https://www.washoeschools.net/sparkshs>

Email: kcarroll@washoeschools.net

Phone: 775-353-5550

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School Designations: X Title I CSI X TSI TSI/ATSI Reward Zoom Victory

School Landscape

School Information

Directions: Update the table below with information from the [Nevada Accountability Portal](#).

Demographic Data							
Total Enrollment	Am In/AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races
1237	.65	3.31	75.18	3.31	12.61	1.21	3.72

Individual Education Program	English Learners	Free or Reduced Priced Lunch Eligible
13	27	60

2020 Student Performance Data					
Math		ELA		Science	ELPA
Proficiency	Growth (MGP/AGP)	Proficiency	Growth (MGP/AGP)	Proficiency	Growth
N/A		N/A		N/A	

9 th Grade Algebra 1 Credit Attainment			9 th Grade English Credit Attainment			9 th Grade Biology Credit Attainment		
2018	2019	2020	2018	2019	2020	2018	2019	2020
73%	83%	82%	81%	80%	86%	80%	72%	92%

4 Year ACGR		
Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-2021
84%	88%	

	School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety	Physical Safety
District	359	345	334	355
School	364	345	342	372

For information about Nevada’s Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Teams Involved

Continuous Improvement Team

Directions: Complete the table below by listing the names and roles of your school continuous improvement team.

Name	Role
Kevin Carroll	Principal
Cynthia (CJ) Waddell	Assistant Principal
Rob Kittrell	Dean
Virginia Coffee	Special Education Teacher/Department Leader
Anna Kanarowski	Health Teacher/Department Leader
Angela Heard	Parent
Jose Piceno	Math Teacher
Tunde Csepelyi	EL Teacher
Valerie Dominguez	Special Education Teacher/Department Leader
William Fong	Counselor
Joseph Garton	English Teacher/Department Leader
Dolores Harper	Social Studies Teacher/Department Leader
Brian LaTorre	Computer Science Teacher/Department Leader
Wendy Labon	Certified Intervention Teacher/Distance Learning Teacher
Sundee Phillips	Math Teacher
Shiela Po'oi	AVID Teacher/P.E. Teacher
Brice Shoolroy	Dean

School Community Outreach

Directions: Complete the table below by listing events held where you engaged the school community (e.g. parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach event.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Outreach Meeting	2/19/2021	3	Data was hard to understand for a few parents who were seeing it for the first time.
Student Outreach Survey	2/11/2021 – 2/19/2021	122	Students feel safe at school and feel connected to the school. Freshmen, even though they have not spent time here in a regular school year (non-pandemic), feel safe and connected.
Staff Outreach Survey	2/8/21 – 2/19/21	61	Overwhelmingly positive, especially in the areas of collaboration, SEL, and Culture.
Staff Outreach Survey	2/8/21 – 2/19/21	16	3 question survey about staff technology learning this year. Staff who responded said they do plan to continue using what they have learned this year as we move forward.
School Data Files 2019-2020			School data profile 2019-2020.
Graduation Data for EL students			Our short-term and long-term students receiving EL services are graduating at rates equal to, or above the district.

Understanding the School Landscape

Directions: Please complete the following tables over the course of events 1-4. Based on the categories your team focused on across the three inquiry areas, list the data reviewed, key take-aways from your data analysis, driving questions, and critical root causes. A review of this table will allow for an outsider to understand your team’s journey to establishing your 2021-2022 school goals.

Inquiry Area 1 - Student Success

	Student Success		
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Essential Questions	How are students performing on key measures?	To what extent are our students demonstrating their development on the State Social, Emotional and Academic Development Competencies?	Are our students being given opportunities to engage in rigorous academic experiences?
Data Reviewed	Graduation data, credit accrual data, numbers of F grades at all grade levels since spring 2020.	School Climate data.	AP, honors, CTE, and dual credit data.
Key Takeaways	<p>9th grade core credit attainment is at an 80% and above district levels. However, in 10th grade core credit attainment drops to 59%, which is 11% below district average.</p> <p>Our graduation numbers for students who are designated EL is higher than more schools in the district.</p> <p>Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The</p>	Freshmen, who have never really experienced Sparks High School in a normal year, feel safe and successful so far at SHS.	Enrollment in AP and honors is down this year. However, enrollment in special programs in general is also down.

	<p>School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.</p> <p><input type="checkbox"/> Appropriately offer and place Long Term or Short Term EL students in EL courses designed to meet the needs of each English learner. Newcomers have specific courses designed for students whom are new to the country, these classes differ from typical “long or short” term EL students. A collaborative effort between school counseling/teaching staff and the Department of ELD to appropriately place students in the English Language Development courses is essential</p>		
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	<p>so that students show adequate progress in both language proficiency, as well as more equitable opportunities to achieve in each content area. Newcomer HS/MS (Hug, Sparks HS, and Pine MS, Wooster HS) appropriately place Newcomers in Newcomer courses that accelerate their language and build their cultural awareness.</p> <ul style="list-style-type: none"><input type="checkbox"/> School wide focus on cultural responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.<input type="checkbox"/> Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework or ELlevation training.• Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials as well as ELlevation resources.• Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for		
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	<p>language opportunities in content classrooms</p> <p>AP/Dean: “All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment”.</p>		
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<p>Driving Questions</p>	<p>Graduation Rates are lower than we would like them to be. What contributes to this?</p> <p>How can we improve credit attainment across all grade levels? And in all sub groups?</p> <p>How can we most efficiently engage in credit recovery across the board?</p> <p>Why are 10th graders not earning credits like they did in 9th grade? What has changed for them?</p>	<p>Why do a few students still feel like they do not fit in? How can we rectify this?</p>	<p>How can we get more of our student population involved in AP, honors, dual credit, CTE?</p> <p>How can we support our students in believing they can do this?</p>
<p>Narrowed Root Causes</p>	<p>Pandemic</p> <p>Initial lack of resources (computers). Lack of technology knowledge (staff and students).</p> <p>Current 11th and 12th grade students lacking sufficient credits to graduate.</p> <p>New enrollments at these upper grade levels of students who are severely credit deficient or have gaps in their education and academic skill level, chronic attendance issues, transiency, discipline data, lack of transition plans/meetings, late enrollments after the date students can earn credit.</p>	<p>Pandemic</p> <p>Less access to SEL learning this year (students). Less access to SEL trainings this year (staff). Lack of structure and support at home. Lack of extra-curricular activities.</p>	<p>Access.</p> <p>Lack of readiness.</p> <p>Inequitable grading practices, which yield inaccurate grades.</p> <p>Not pursuing the 4th PLC question well enough (What do we do when they are succeeding?).</p>

	<p>Sparks High School's CNA data shows that there needs to be an improved process to identify students for interventions and increased participation in these interventions in order to increase our graduation rate amongst all subpopulations.</p> <p>Difficulty using/navigating Edgenuity.</p>		
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Inquiry Area 2 - Adult Learning Culture

	Adult Learning Culture		
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Essential Questions	What does our instructional practice look like?	What does our leadership practice look like?	How are our systems and structures supporting or hindering our continuous improvement work?
Data Reviewed	PLC collaborative work time documents, observation, staff climate survey, equitable grading policies and discussions.	Staff climate survey.	Staff and Student Climate Surveys.
Key Takeaways	Per staff survey, staff would like to discuss some level of collaboration within disciplines.	91% of staff feel supported by administration.	93% of staff look forward to coming to school every day. 97% of staff say they are proud to support students at SHS.
Driving Questions	Can we work together to do more in the way of equitable grading to support our students?	How can we get all of our PLC groups to the same high level? How do we create teacher leaders? Why do 8% of staff not feel supported by administration?	What changes are we going to apply as we learn more about equitable grading practices through our collaborative PLC teams?
Narrowed Root Causes	Staff unaware that our practices were not equitable. There are many inconsistent gradebooks and grading practices among same content area	Some staff not believing in the process. We are not all be on the same page. Some staff has not been able to attend	Strong, positive culture, and support for staff and students. Trust and belief in one another.

	<p>teachers, especially in the core areas.</p> <p>Grading like we always have.</p> <p>Following prescribed district guidelines.</p> <p>Unwillingness to change.</p>	<p>PLC conferences and trainings.</p> <p>Differences in what teachers believe the PLC process looks like. (to which point do we collaborate).</p> <p>More teacher leaders need to be trained.</p> <p>Lack of on-site mentors or a formal on-site mentoring program for new staff.</p>	<p>Student Leadership is strong and positive. They are supportive of a students and staff.</p>
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Inquiry Area 3 - Connectedness

	Connectedness		
	Student	Staff	Family & Community Engagement
Essential Questions	How are our students experiencing our school?	How are our teachers experiencing our school?	How are our families and community partners experiencing our school?
Data Reviewed	Student Climate Surveys.	Staff Climate Surveys.	Family Climate Surveys, input from CIS professionals, FACE, and FGA.
Key Takeaways	86% of students feel safe while at school. Students feel more respected at school than they have in the past. The numbers jumped up by 6% in this category last year.	Will WCSD allow on-site mentors (either through the district mentors or on-site mentors). It would be nice to see if new teachers want an onsite mentor or someone or someone from outside of the building.	We did not have enough families complete this survey last year to get results back.
Driving Questions	How do we ensure that all students feel the connection to SHS and feel safe at SHS? How do we work with students to improve their self-efficacy and the belief in themselves?	Why do a few teachers still not see the value of the direction we are going? How to we win them over?	How can we better communicate with families and help them to be a part of the support our students need?
Narrowed Root Causes	Pandemic Lack of SEL Some students need to work or help at home.	Lack of on-site mentors or a formal on-site mentoring program for new staff. Lack of individualized, localized, relevant, and differentiated professional development for new teachers.	Pandemic. In the 2019-2020 Climate Survey, we did not even have enough families complete the survey to merit having data sent back to us after the survey.

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2021-2022 School Goals

Directions: For each inquiry area, complete the table(s) to communicate your goal, milestones, and specific action steps you will take to support underserved student groups.

Inquiry Area I - Student Success

Goal	
Sparks High School will increase the graduation rate from 88% to 90% or greater, focusing on core class credit attainment and credit recovery in all grades and close the achievement gaps among students on IEPs and students receiving EL services.	
Milestone 1 (January)	<p>Increase "On Track" 12th graders from 74.4% to 80% or higher by January 2022.</p> <p>Increase "On Track" 11th graders from 76.4% to 80% or higher by June 2022.</p> <p>Improve the core credit attainment rate from 59% to at least 80% for the 10th graders by January 2022.</p> <p>Improve core credit attainment rate from 80% to at least 90% for 9th graders by January 2022.</p>
Key Activities	<p>Focus on credit recovery through OLE and through retaking classes.</p> <p>Summer Intersession (credit recovery).</p> <p>Fall Intersession (grade improvement, credit recovery).</p> <p>AP support classes during Intervention/Enrichment period (WIN).</p> <p>Peer tutors in math classes during WIN.</p> <p>Tutoring support programs. (UNR, MESA)</p> <p>Intentional scheduling for WIN time.</p> <p>Common assessments in core areas.</p> <p>Professional Learning Communities following the Solution Tree model.</p> <p>Administrator /Teacher lead professional learning in Tier 1 Instruction.</p>

	<p>Stetson Training for collaborative teaching for all new co-taught teams.</p> <p>SEL Training (new teachers).</p> <p>SLO Training (new teachers).</p> <p>Consistent and Equitable Grading Practices.</p> <p>Establish onsite staff mentoring program.</p> <p>Renew partnerships with Tesla, Panasonic, and The Row.</p>
<p>Resources Needed</p>	<p>Funds for: substitute teachers (teacher trainings), Solution Tree PLC conference, PLC books, teacher coverage for presenters during Prep-Period professional learning, intersession staff.</p> <p>Teachers available for intersessions.</p> <p>Tutors from UNR and MESA programs.</p> <p>Continuation of Early Release Wednesdays.</p> <p>Books-A Repair Kit for Grading and On Your Mark.</p>
<p>Obstacles to Tackle</p>	<p>Credit recovery, attendance, allocations lost due to loss of SB 178 and CTE grant.</p>
<p>Progress Update</p>	<p>Meeting minutes, norms, and agendas, administrator monitoring of Early Release Wednesdays, common formative assessments, common lesson plans.</p> <p>Sign-in sheets; presentation materials, teacher observation/evaluation.</p> <p>Student data (SpEd and ELL), teacher observation/evaluation.</p> <p>SEL curriculum, SEL lessons, freshmen seminar integration.</p> <p>Creation of SLOs, modification, and implementation; teacher evaluations.</p>

	<p>Common formative assessments, gradebooks. Bell schedule, SEL lessons, ACT prep lessons.</p>
Milestone 2 (March)	<p>Increase "On Track" 12th graders from 80% to 90% or higher by March 2022.</p> <p>Increase "On Track" 11th graders from 80% to 85% or higher by March 2022.</p> <p>Maintain the core credit attainment rate of at least 80% for the 10th graders by March 2022.</p> <p>Maintain core credit attainment rate of at least 90% for 9th graders by March 2022.</p>
Key Activities	<p>Focus on credit recovery through OLE and through retaking classes.</p> <p>Winter intersession (grade improvement, credit recovery).</p> <p>Spring Intersession (grade improvement, credit recovery).</p> <p>AP support classes through WIN.</p> <p>Peer tutors in math classes during WIN.</p> <p>Tutoring support programs. (UNR, MESA)</p> <p>Intentional scheduling for WIN time.</p> <p>Common assessments in core areas.</p> <p>Professional Learning Communities following the Solution Tree model.</p> <p>Explore cross-curricular collaborative meetings.</p> <p>Administrator /Teacher lead professional leaning in Tier 1 Instruction.</p> <p>Spring Break – Offer CTE, AP, and Honors “samplers” for students to experience.</p>
Resources Needed	<p>Funds for: substitute teachers (teacher trainings), Solution Tree PLC conference, PLC books, teacher coverage for presenters</p>

	<p>during Prep-Period professional learning, intersession staff.</p> <p>Teachers available for intersessions.</p> <p>Tutors from UNR and MESA programs.</p> <p>Continuation of Early Release Wednesdays.</p> <p>Books-A Repair Kit for Grading and On Your Mark.</p>
Obstacles to Tackle	Credit recovery, attendance, allocations lost due to loss of SB 178 and CTE grant.
Progress Update	<p>Meeting minutes, norms, and agendas, administrator monitoring of Early Release Wednesdays, common formative assessments, common lesson plans.</p> <p>Sign-in sheets; presentation materials, teacher observation/evaluation.</p> <p>Student data (SpEd and ELL), teacher observation/evaluation.</p> <p>SEL curriculum, SEL lessons, freshmen seminar integration.</p> <p>Creation of SLOs, modification, and implementation; teacher evaluations.</p> <p>Common formative assessments, gradebooks. bell schedule, SEL lessons, ACT prep lessons.</p>
What supplemental action steps will be taken to support the needs of the following student groups:	
Economically Disadvantaged	Foster/Homeless
<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p>	<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p>

Tutoring through MESA (if offered).	Tutoring through MESA (if offered).
English Learners	Migrant
<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>EL support classes for newcomers.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p> <p>Tutoring through MESA (if offered).</p>	<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p> <p>Tutoring through MESA (if offered).</p>
Racial/Ethnic Minorities	Students with Disabilities
<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p> <p>Tutoring through MESA (if offered).</p>	<p>Co-taught classes for biology, English 1-2, English 3-4, algebra 1, geometry, and world history.</p> <p>SSTS classes.</p> <p>Foods class for student in CLS. (to practice life skills)</p> <p>ESY.</p> <p>WIN period 4 days a week.</p> <p>CIS volunteers.</p> <p>FGA and FACE.</p> <p>Peer mentors/tutors when appropriate.</p> <p>Tutoring through MESA (if offered).</p>

Inquiry Area 2 - Adult Learning Culture

Goal	
In all departments, we will focus on creating and following consistent, accurate, and equitable grading practices among all content areas. By the end of 2022, all content areas will have common practices in place and will maintain the practices and review as needed.	
Milestone 1 (January)	All common curricular teams (Algebra 1, Biology, World History, English 3-4, etc.) will have set up and be using common grading practices and common gradebooks for each of their classes.
Key Activities	<p>Administrator /Teacher lead professional development in Tier 1 Instruction.</p> <p>Department collaborative meetings.</p> <p>Share video clips of collaborative team meetings with staff in the shared file to showcase what other departments are working on.</p> <p>New staff mentor/training program.</p>
Resources Needed	<p>Time with departments and curricular groups.</p> <p>Access to grading data.</p>
Obstacles to Tackle	<p>Consensus on what constitutes equitable grading.</p> <p>Unwillingness to change.</p> <p>Difficulty understanding why we need to change.</p>
Progress Update	Common formative assessments, gradebooks, PLC notes.
Milestone 2 (March)	All common curricular teams (Algebra 1, Biology, World History, English 3-4, etc.) will have set up and be using common grading practices and common gradebooks for each of their classes.
Key Activities	<p>Administrator /Teacher lead professional development in Tier 1 Instruction.</p> <p>Department collaborative meetings.</p>

	<p>Share video clips of collaborative team meetings with staff in the shared file to showcase what other departments are working on.</p> <p>New staff mentor/training program.</p> <p>At the end of second semester, review practices and revise (if needed) for 2022-2023 school year.</p>
Resources Needed	<p>Time with departments and curricular groups.</p> <p>Access to grading data.</p>
Obstacles to Tackle	<p>Staying consistent.</p> <p>Consensus on what constitutes equitable grading.</p> <p>Unwillingness to change.</p> <p>Difficulty understanding why we need to change.</p>
Progress Update	<p>Common formative assessments, gradebooks, PLC notes.</p>

Inquiry Area 3 - Connectedness

Goal	
<p>We will focus on two specific areas. 1 – Student SEL and connectedness. Specifically, we would like to see higher climate survey scores by the end of 2022, in the areas of: Self-management of emotion (currently at 59%), Self-management of goals (currently at 60%), Self-management of schoolwork (currently at 54%), and Self-awareness of self-concept (currently at 75%). We would like to see all of these areas improve by at least 5% each. While all of these areas are at or above district averages, they are all areas we would like to improve upon in order to support our students in reaching our student success goal, which is centered on student success in credit attainment and graduation.</p> <p>2 – Sparks High School will increase the capacity of our families to monitor student progress, credit attainment, and progress toward graduation for students in 9th -12th grade. We will do this by building stronger, positive connections to the families of our students. We would like to see our Parent and Family Climate survey results improve in all areas from previous years.</p>	
Milestone 1 (January)	<p>1- Our goal is to help our students feel accepted and connected to Sparks High School and to have a stronger, more positive sense of self-awareness and self-concept.</p> <p>2- Our goal is to communicate positively with families while getting to know them better and learning how to best work with them to support their students.</p>
Key Activities	<p>1-</p> <p>SEL lessons during WIN.</p> <p>Digital Citizenship lessons during WIN.</p> <p>Small group of staff visit other school sites to see how they organize and use their intervention time.</p> <p>Restorative Practices.</p> <p>Staff PD in trauma informed practices, restorative practices, SEL.</p> <p>Student of the Month Award.</p> <p>Post pandemic, offer an exploration evening for students to talk to teachers about and students about specialty classes, AP classes, singletons, etc. Late fall during lunch and/or WIN.</p> <p>Leadership class continue to plan activities and celebrate successes. Continue activities like Kindness Week, Hearts</p>

	<p>for Valentine’s Day, Video Welcomes for Freshmen, etc.</p> <p>2- We will make visits to families' homes to learn hopes and dreams and begin building relationships.</p> <p>Family trainings/Parent University.</p> <p>We will host data and information nights for families at the school to share information on student data, graduation, and college preparedness.</p> <p>Morning Cup of Coffee - monthly.</p> <p>Quarterly parent newsletter.</p> <p>Info on updated website.</p> <p>Back to school night.</p> <p>Maintain Parent Center in counseling office.</p>
<p>Resources Needed</p>	<p>1- SEL and Digital learning curriculum and training for teachers.</p> <p>2- FGA, FACE, CIS staff.</p> <p>Guest presenters for Cup of Coffee, trainings, and information nights.</p>
<p>Obstacles to Tackle</p>	<p>Continuing pandemic limitations?</p> <p>Being able to keep WIN classes small enough to allow for more personal contact.</p> <p>Finding times to offer Cup of Coffee that parents can attend.</p> <p>Funding for events.</p>
<p>Progress Update</p>	<p>1- SEL lessons, Digital Citizenship lessons.</p> <p>2- Attendance at school events, notes on home visits.</p>

<p>Milestone 2 (March)</p>	<p>1- Our goal is to help our students feel accepted and connected to Sparks High School and to have a stronger, more positive sense of self-awareness and self-concept.</p> <p>2- Our goal is to communicate positively with families while getting to know them better and learning how to best work with them to support their students.</p>
<p>Key Activities</p>	<p>1- SEL lessons during WIN.</p> <p>Digital Citizenship lessons during WIN.</p> <p>SEL extra options for students driven by student choice. Examples could include “Leadership Style” classes; examples could include more personalized lessons led by upper classmen teams, etc.</p> <p>Small group of staff visit other school sites to see how they organize and use their intervention time.</p> <p>Restorative Practices.</p> <p>Student of the Month Award.</p> <p>Staff PD in trauma informed practices, restorative practices, SEL.</p> <p>Work with Dilworth and Sparks middle schools to provide opportunities for a smooth transition of our students.</p> <p>In early Spring, plan visits by administrators and counselors to middle schools and discuss registration, course offerings, expectations.</p> <p>Spring Break – Offer CTE, AP, and Honors “samplers” for students to experience.</p> <p>2- We will make visits to families' homes to learn hopes and dreams and begin building relationships.</p> <p>Family trainings/Parent University.</p> <p>We will host data and information nights for families at the school to share information on student data, graduation, and college preparedness.</p>

	<p>Morning Cup of Coffee – monthly.</p> <p>Quarterly parent newsletter.</p> <p>Info on updated website.</p> <p>Maintain Parent Center in counseling office.</p> <p>Implement a parent survey to establish a baseline on the comfort level of our parents around student progress, credit attainment, and progress toward graduation.</p>
<p>Resources Needed</p>	<p>1- SEL and Digital learning curriculum and training for teachers.</p> <p>2- FGA, FACE, CIS staff.</p> <p>Guest presenters for Cup of Coffee, trainings, and information nights.</p>
<p>Obstacles to Tackle</p>	<p>Continuing pandemic limitations?</p> <p>Being able to keep WIN classes small enough to allow for more personal contact.</p> <p>Finding times to offer Cup of Coffee that parents can attend.</p> <p>Funding for events.</p>
<p>Progress Update</p>	<p>1- SEL lessons, Digital Citizenship lessons.</p> <p>Student Climate survey responses.</p> <p>2- Attendance at school events, notes on home visits.</p> <p>Family Climate Survey responses.</p>

What supplemental action steps will be taken to support the needs of the following student groups:

Economically Disadvantaged	Foster/Homeless
Intentional placement in freshman seminar/WIN with teachers who know the student.	Intentional placement in freshman seminar/WIN with teachers who know the student.
English Learners	Migrant
EL multicultural class for newcomers. Intentional placement in freshman seminar/WIN with teachers who know the student.	Intentional placement in freshman seminar/WIN with teachers who know the student.
Racial/Ethnic Minorities	Students with Disabilities
Intentional placement in freshman seminar/WIN with teachers who know the student.	Continue to participate in the Unified Sports competitions against other schools with CLS students. (basketball, Track, football) Joy Prom for CLS. Intentional placement in freshman seminar/WIN with teachers who know the student.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions: List the fund sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Fund Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$114,980	Substitutes, office supplies, general supplies, departmental needs, professional development, technology, furniture, testing needs, curriculum and assessments.	Goals 1, 2, 3
Title 1 Budget	\$360, 375	1 Assistant Principal, FACE 6 hr/182 days, Intervention/Prevention Assistants (2) 6.5 hr/182 days, 126 int/inst hours, 35 PD sub days, 100 PD hours, library books (\$5,000), supplies (\$70,532).	Goals 1, 2, 3