**Washoe County School District**

Marvin Moss Elementary

School Performance Plan: A Roadmap to Success

*Marvin Moss Elementary 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.*

**Principal:** Colbee Riordan

**School Website: https://www.washoeschools.net/moss**

**Email:** criordan@washoeschools.net

**Phone:** 775-353-5507

**School Designations:** ☐Title I ☐CSI **X TSI Targeted Support and Improvement**☐ TSI/ATSI

*Our SPP was last updated on 8/7/2023*

# 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.*

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| **Name** | **Role** |
| Colbee Riordan | **Principal(s)** *(required)* |
| Trista Hintze | **Other School Administrator(s) Dean of Students** |
| Andrelyn Warren  Kristine Foster | **Teacher(s)** *(required)* |
| Renee Hirschman | **Paraprofessional(s)** *(required)*  ***Librarian*** |
| Katina Marble | **Parent(s)** *(required)* ***PTO President*** |
| N/A | **Student(s)** *(required for secondary schools)* |
| N/A | **Tribes/Tribal Orgs** *(if present in community)* |
| Mari Callahan  JoElla Barrie | **Specialized Instructional Support Personnel** *(if appropriate)*  ***Learning Facilitator***  ***Counselor*** |

# 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* [NSPF Report for MARVIN MOSS ELEMENTARY - Nevada Accountability Portal (nv.gov)](http://nevadareportcard.nv.gov/DI/nv/washoe/marvin_moss_elementary/2022/nspf/)

# 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

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| **Student Success** | |
| **Areas of Strength** | **Areas for Growth** |
| Students feel safe at school. Students have connections with adults.  Intervention Bank created and utilized to support students during the 30 min block four days a week.  All students are engaged in Tier 1 instruction for ELA and Math. Low variability among classrooms.  Students are on task.  Most teachers believe students can make grade level expectations.  Students grew with math fluency – Rocket Math  Teachers utilizing and implementing instructional strategies presented during our monthly professional development.  Students on IEP’s improved in proficiency in the area of math from 2022 – 17%  Students on IEP’s improved in proficiency in the area of ELA from 2022 – 9% | The intervention block for students at and above grade level can be more focused and rigorous to utilize the 30 min to increase students’ reading levels of rigorous texts. Continue to refine our practice with high expectations for ALL students.  Implement the Grading Practices in all grade levels  Consistent implementation of how assessments are given to students- Moss Vertical Alignment and Expectations document.  Marvin Moss Writing Rubrics to be used in all grade levels.  One student exited from EL – ACCESS Data |
| **Problem Statement:**  Our students’ proficiency levels are down in both areas of Math and ELA. ELA Proficiency for the school was 40% (3rd 33#, 4th 52%, 5th 37%)  Math Proficiency for the school was 38% (3rd 41%, 4th 54%, 5th 22%)  The cohort group from 4th to 5th in both content areas was a large decrease (Math 20% and ELA 17%)  Gaps in learning from our sub groups. - proficiency is lower for students in sub groups  Our EL students are not exiting/showing proficiency on the ACCESS  **Critical Root Causes of the Problem:**  Students moving in and out of our school.  Students entering a new school with significant gaps in their learning.  Test preparation was inconsistent across classrooms and grade levels.  Lack of access to technology.  More time in general to dive deeply into preparation.  More time to dive deeply into interventions – not enough to close the gap with the level of proficiency  Stakeholder buy in – putting a level of importance on the testing and district mandated curriculum  Student motivation with testing  Level of rigorous instruction across all content areas in all classrooms  Students aren’t involved in goal setting towards proficiency | |

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| **Student Success** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **School Goal:** By June 2024, Marvin Moss’ overall proficiency will increase in the area of English Language Arts, for all third through fifth grade students from 41% to 56%. By June 2024, Marvin Moss students will increase in the area of English Language Arts, for all students; third grade 65%, fourth grade 44%, fifth grade 60%.  By June 2024, Marvin Moss’ overall proficiency will increase in the area of Math, for all students third through fifth grade students from 39% to 50%. By June 2024, Marvin Moss students will increase in the area of Math, for all students; third grade 60%, fourth grade 53%, fifth grade 60%.  By June 2024, all of the Level 3 and 4 English Language Learners will increase overall proficiency by .5 as demonstrated on the ACCESS Assessment.  **Formative Measures:**  ACCESS Data (ELL Students)  IReady Diagnostic Assessments  IReady Student Data- Educational Pathway | **Aligned to Nevada’s STIP Goal:**   |  |  | | --- | --- | | **X STIP Goal 1** | **X STIP Goal 2** | | **X STIP Goal 3** | **X STIP Goal 4** | | ☐ STIP Goal 5 | ☐ STIP Goal 6 | | |
| **Improvement Strategy:**  **I READY**  Diagnostic Assessments 3x a year -  Daily engagement in educational pathway as determined by IReady for 45-60 minutes a week in the areas of Math and ELA.  **Evidence Level: Tier 3 Promising**  **Action Steps:** *What steps do you need to take to implement this improvement strategy?*  Set schedule for quarterly IReady Diagnostic Assessments.  Teachers analyze diagnostic results to discuss during weekly PLC and Quarterly Data Dive Meetings.  Daily schedule created for students to engage in IReady educational pathway for 30-50 minutes a week.  Data Dive at the beginning of the year to determine next steps and intervention groups.  Quarterly Data Dive Meetings with grade levels.  Collaborative Goal Setting with teachers with a common SMART Goal aligned to IReady Diagnotic Assessment Data.    **Resources Needed:** *What resources do you need to implement this improvement strategy?*  Monitor teacher implementation through daily classroom visits  Access to technology  Dedicated time for Quarterly Data Dive Meetings  Dedicated time for data disaggregation during weekly PLC meetings.  **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*   * Implementation Challenge: The amount of time we have during weekly PLC meetings to analyze data and determine next steps for intervention and/or enrichment. Limited access to technology for daily use. * Potential Solution: Provide follow up and/or additional information during PLC meetings. Teachers can collaborate during their specials block. Principal can provide coverage in the classroom to give the teacher additional time to collaborate. Monies from Apex can go to the purchase of technology for classroom teachers to have available for students.   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * Fundraising monies from Apex Event. |
| **Resource Equity Supports[[1]](#footnote-1):** *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: Two of our ELL students exited. One scored a 4.5 and the other student scored a 4.0 and also scored a 3 on SBAC.  Support: Continue to provide Tier 1 Ellevation Stratgies during montly professional development and English Language Development Facilitator will co teach and model effective Tier 1 strategies to support the ELL’s. Monthly planning with ELD to strategically focus on Ellevation strategies in the areas of Speaking and Writing. Targeted group for our first graders who are Level 1 on Access, as well as, focus on students in fourth and fifth grade with a level 3 or 4.  **Foster/Homeless:**  Challenge: We currently do not have enough students for a sub group to show proficiency data, however there is a gap in proficiency for our student who are CIT.  Support: Increase communication with the families and provide additional resource information. Establishment of the Parent Involvement Team.  **Free and Reduced Lunch:**  Challenge: 26% of our students in the sub group FRL were proficient in ELA and 21% in the area of Math. There is a gap in proficiency.  Support: Analyze student data during weekly PLC’s to determine appropriate next steps or interventions for the students not meeting target on weekly common assessments. Plan IReady interventions for 45-60 minutes a week in each area.  **Migrant:**  Challenge:N/A  Support:N/A  **Racial/Ethnic Groups:**  Challenge: There are gaps in proficiency for our students in the Hispanic sub groups. In the area of ELA, 8% of our students in the Hispanic sub group were proficient and 25% in the area of math.  Support: Provide direct support to the classroom teacher with the use of Tier 1 instructional strategies to support the areas of speaking and writing standards for our ELL learners to access the curiculum.  **Students with IEPs:**  Challenge: There are gaps in proficiency for our students in the IEP sub group. In the area of ELA, 9% of the students were proficient, and in the area of math 18% of the students were proficient.  Support: Special education team to attend grade level PLC’s to ensure push in support meets the needs of the students and the pacing of the curriculum. Co – teaching and co- planning between Special Education and General Education Teachers  **Lead: Who is responsible for implementing this strategy? Learning Facilitator, English Language Development Facilitator, Dean, and Principal** |

## Inquiry Area 2 - Adult Learning Culture

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| **Adult Learning Culture** | |
| **Areas of Strength** | **Areas for Growth** |
| * Tier 1 instruction is consistent and coherent across all classrooms within a grade level. * Pacing and planning are coherent and consistent. * Access to rigorous text and Tier 1 instruction for all students * Collaborative PLC’s- every Wednesday * Admin Team rotate through three week rotations * Inclusion of the Special Education Team into the PLC process. * Learning Facilitator and English Development Facilitator providing professional development based on classroom observations and teachers’ needs. * Coaching cycles are consistent and differentiated. * Students feel respected. * Teachers and staff worked collaboratively on the new initiative of Design Thinking Documents. * With the ongoing and consistent coaching cycles has built teacher capacity * Teacher buy in to the presentation and implementation of new instructional strategies. * Co Teaching with coaches and special education team. * PD is based off of student data. * Instructional Leadership: * Quick and supportive responsiveness to student behaviors * Being present and visible * Students know leadership * Constant implementation of the PBIS * Communication is ongoing – knowing what to expect * Communication with Leadership Team throughout the day – office, counselor, dean, Principal * Flexibility in the routines * Master Schedule | * High expectations for all students through common formative assessments, consistent grading practices, and the schoolwide writing rubrics.  Continue to refine our practice in creating more opportunities for student led academic conversation.  * Continue to gather formative assessment data to share at weekly PLC meetings. * Plan and execute effective intervention/enrichment strategies and/or curriculum to meet the needs of our students; specifically, the students working at or above grade level. * MTSS: Exit students from tiers or the MTSS process with research based instructional and behavioral interventions – student growth * 5th grade: 4 qualified as Special Education, 1 exited tiers and 2 exited the watch lists * 4th grade: 2 qualified as Special Education, 1 exited, 2 exited watch list * 3rd grade: 4 qualified as Special Education, 1 exited tiers, and 1 exited watch list * 2nd grade: 1 exited tiers and 5 exited watch list * 1st grade: 1 exited tiers and 2 exited watch list * Teacher accountability during the MTSS meeting – knowing data, sharing interventions, and being prepared. * Current Numbers within the MTSS process: For the beginning of the 2023-24 school year. Fifth Grade 5 in tiers and 10 on watch list * **Fourth Grade** 11 * **Third Grade** 5 in tiers and 7 on watch list * **Second Grade** 8 in tiers and 13 on watch list * **First Grade** 9 in tiers and 11 on watch list * **Spring Math MAPS Data:** * **First Grade:** * 18% below the 21st * 24% 21-40% * 24% 41-60% * 22% 61-80% * 10% greater than 80% * **Second Grade:** * 18% below 21st * 24% 21-40% * 33% 41-60% * 12% 61-80% * 12% greater than 80% * **Third Grade:** * 28% below the 21st * 22% 21-40% * 24% 41-60% * 22% 61-80% * 4% greater than 80% * **Fourth Grade:** * 19% below the 21st * 19% 21-40% * 26% 41-60% * 23% 61-80% * 13% greater than 80% * **Fifth Grade:** * 33% below the 21st * 28% 21-40% * 22% 41-60% * 9% 61-80% * 7% greater than 80% * **Spring Reading MAPS Data:** * **Kindergarten** * 23% below the 21st * 23% 21-40% * 13% 41-60% * 19% 61-80% * 21% greater than 80% * **First Grade** * 17% below the 21st * 30% 21-40% * 32% 41-60% * 9% 61-80% * 13% greater than 80% * **Second Grade** * 14% below the 21st * 8% 21-40% * 20% 41-60% * 29% 61-80% * 29% greater than 80% * **Third Grade** * 44% below the 21st * 10% 21-40% * 22% 41-60% * 20% 61% * 5% greater than 80% * **Fourth Grade** * 17% below the 21st * 17% 21-40% * 23% 41-60% * 23% 61-80% * 19% greater than 80% * **Fifth Grade:** * 30% Below the 21st * 26% 21-40% * 17% 41-60% * 17% 61-80% * 11% Greater than 80% * Instructional Leadership: * Monitoring and expectations are clear with the format with which students are engaging in assessments. * Additional Resources * Consistent leadership, communication and monitoring of the PLC process – focus on data – accountability * Provide learning opportunities for staff (example: PLC process) |
| **Problem Statement:**  Students performing below the 40th pecentile in ELA: Kindergarten 46%, First 47%, Second 22%, Third 54%, Fourth 34% and Fifth 56%.  Students performing below the 40th percentile in Math: First 42%, Second 42%, Third 50%, Fourth 38%, and Fifth 61%.  Students don’t have enough opportunities to engage in rigorous assessments independently to be prepared for summative assessments.  Not enough students exited the MTSS process with researched based interventions.  Growth mindset for all students to learn and grow to be active participants in their learning is inconsistent across classrooms.  **Critical Root Causes of the Problem:**  Moving in and out of Marvin Moss.  Stakeholder buy in with the testing preparation and district mandated curriculum.  Tier 2 research based instructional strategies – not implemented  Data tracking for the specific academic need of the students in MTSS  Lack of growth for the students performing above the 40th percentile. | |

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| **Adult Learning Culture** |
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| |  |  | | --- | --- | | **Improvement Strategy:**  **Professional Learning Communities**  **Evidence Level: Tier 3 Promising Evidence**  **Action Steps:** What steps do you need to take to implement this improvement strategy?  Learning Facilitator conducts coaching cycles with all teachers; modeling and co teaching to involve the gradual release model.  Professional Development Survey  Meeting with Administration, Learning Facilitator and ELD to create yearly Professional Development Plan for the year.  Analyze informal and formal observation data to determine monthly focus for tier 1 instructional strategies  Monthly Professional Development  Meet monthly with Learning Facilitator and ELD to discuss data and debrief of monthly PD sessions.  Attend weekly PLC meetings- Administration Team has a schedule in three week cycles  Analyze student data from beginning of the year MAPS and IReady Diagnositic Assessment Data to determine specific targets of need within the classroom settings.  Complete Design Thinking Documents (Curriculum Mapping) for all content area units (ELA, Math, and Science)  Creation of SMART Goals for each ELA, Math and Science Units of Study.  **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * Dedicated time to meet as a PLC to complete Design Thinking Documents * Dedicated time to analyze data and determine research based interventions · * Dedicated time, each week, to meet as a PLC · * Access to PLC Guiding Document, Pacing Guides, Essential Standards and Curriculum * Calendar of three week coaching cycles with the Learning Facilitator. * Time for teachers and Learning Facilitator to engage in the Gradual Release Model of Coaching.   **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*   * Implementation Challenge: Providing enough time during PLC for teachers to dig deeply into weekly IReady Data, MAPS, Data, and Common Assessment Data. * Potential Solution: Staff may utilize the specials block to continue conversations around planning based on weekly data.   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*   * No additional funding required. | **Lead:** *Who is responsible for implementing this strategy?*  Teachers, Learning Faciliators, ELD, Administration, Dean of Students | |
| **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: Based on our ACCESS Data, we had 2 students exit. 25% of our ELL students were proficient in the area of math and 8% in the area of ELA as demonstrated on SBAC. * Support: Monthly Professional Development to focus on the two areas for growth: Writing and Speaking. Targeted groups for first grade students who performed a level 1 on Access. Targeted group for levels 3 and 4 (4th and 5th grade students.)   **Foster/Homeless:**   * Challenge: We had no students who are CIT who scored proficienct on SBAC. * Support: Provide direct intervention and remediation through IReady.   **Free and Reduced Lunch:**   * Challenge: 32% of our students who are FRL were chroncially absent. 21% of our FRL students were proficient in math and 13% of our students were proficient in ELA as demonstrated on SBAC> * Support: Provide direct intervention and remediation through IReady. Continue to provide rigrous Tier 1 instruction.   **Migrant:**   * Challenge: N/A * Support: N/A   **Racial/Ethnic Groups:**   * Challenge: Students in our subgroups performed below our overall proficiency level. In the area of Math, our Hispanic group peformed at 27% proficient and in the area of ELA, they peformed at 29% proficient. Our African American population peformed below the school’s overall proficiency. In the area of Math, our African American population peformed at 25% proficient and in the area of ELA at 25%. * Support: Provide rigorous Tier 1 instruction planned during weekly PLC. Provide intervention through IReady.   **Students with IEPs:**   * Challenge: In the area of Math, students with IEP’s were 17% proficienct on SBAC. In the area of ELA, students with IEP’s were 9% proficient. * Support: Students with IEP’s will receive targeted intervention with a licensed teacher, as well as, targeted intervention through IReady. |

## Inquiry Area 3 - Connectedness

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| **Connectedness** | |
| **Areas of Strength** | **Areas for Growth** |
| * 19 students were able to exit MTSS for attendance * Reduction in Tardiness * 14 students who were chronically absent in 21-22 did not repeat in 22-23 * Students feel safe at school. Students have connections to adults in the building. Parents feel the school is safe. * Teachers also feel safe at school. * Strong and effective PBIS (Positive Behavior Interventions and Supports) * Parent Communication * Increased attendance to parent evening events * Implementation of the Design Thinking Document for common planning and assessment disaggregation * Students and parents feel included in school community events * Family engagement events increased participation and the exit survey data was positive. * PBIS consistent, positive and implemented across all areas * Marmot Den for students who need a break or an alternative to outside recess. | * **Continued work in the areas of reducing chronic absenteeism** * Classroom Guidance and SEL with: Management of Emotions 39%, Management of Goals 51%, Decision Making 53% * Continuing work with refining our Design Thinking Documents and analyzing the common assessment data to drive instruction. Using the document as a way to work together on planning and implementation. * 60% work stress reported * Bridge communication with opportunities for learning at home. * Technology support for parents in the home * Continue opportunities for families and students to engage in school activities |
| **Problem Statement:** Student Climate Survey indicated students struggle with decision making skills, managing of emotions, and management of goals.  Chronic Absenteeism is at 18.2% and Severely Chronically Absenteeism is at 2.5%.  **Critical Root Causes of the Problem:**  Transiency within district and out of state  Different curriculums  WCSD schools may or may not adhere to the pacing and curriculum – different expectations in different buildings.  Difficult to provide access to services to families specifically with mental health resources  Parents struggle themselves to understand the curriculum to assist their child in the home.  Absenteeism directly impacts the students’ progress – difficult to make up instruction  Student behaviors increased and are more challenging- interfering with learning outcomes | |

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| **Connectedness** |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **School Goal**: By June 2024, Marvin Moss’ chronic absenteeism rate will be reduced for our overall student population by 8.2% from 18.2% to 10% as determined schoolwide attendance data.  By June 2024, Marvin Moss’ Student Climate Survey will increase in the areas of Responsible Decision Making to 65%, Managing of Emotions to 49%, and Management of Goals 65%.  **Formative Measures:**   * Quarterly attendance data – BIG and Infinite Campus * Climate Survey Data from students * BIG Attendance Reports | **Aligned to Nevada’s STIP Goal:**   |  |  | | --- | --- | | ☐ STIP Goal 1 | ☐ STIP Goal 2 | | **X STIP Goal 3** | ☐ STIP Goal 4 | | ☐ STIP Goal 5 | ☐ STIP Goal 6 | | |
| |  |  | | --- | --- | | **Improvement Strategy:**  **Positive Behavior Intervention and Supports**  **Social Emotional Learning**  **Evidence Level: Tier 3 Promising**  **Action Steps:**  Positive Actions to target chronic absenteeism   * Incentive plans for individual students. * Outreach to parents by phone and attendance letters, when needed. * Incentives for classroom attendance. * Resources to families to support increasing student attendance. * Schoolwide PBIS and Self Managers (Student Leadership) * Run Weekly Attendance Reports * Office Staff sends home letters * Weekly communication between the Administrative Team * Applications for Self Managers * Classroom Guidance Schedule * Attendance Data from the end of the 22-23 school year- begin monitoring students who were considered Chronically or Severely Chronically Absent * Enter students into MTSS for attendance concerns. Tier 2 and Tier 3 plans * Tardy Incentive Plans implemented after the first month of school. * Family Engagement Committee organized and meeting to increase opportunities for parent engagement.   **Resources Needed:** *What resources do you need to implement this improvement strategy?*   * Attendance Reports from Infinite Campus * Attendance Reports from BIG – Chronic and Severely Chronic * Student Climate Survey Data * Attendance Sheets from Parent Events * Exit Tickets from Parent Events * Tier 2 and Tier 3 Student Incentive Plans * Classroom Guidance Schedule   **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*   * Implementation Challenge: Maintain communication with parents regarding attendance concerns. Creating plans for students who don’t have control over their own attendance. * Potential Solution: Schoolwide communication of the WCSD attendance policy. Start communication early with absences within the first 6 week of school.   **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this, goal?*   * No Funding for this strategy. | **Lead:** *Who is responsible for implementing this strategy?*  **Principal, Counselor, Dean of Students, Teachers** | |
| **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: 20% of our EL population were Chronically Absent. 3% of our EL population were Severely Chronically Absent. * Support: Continue communication with families and provide support through incentive plans and family resources.   **Foster/Homeless:**   * Challenge: We didn’t have enough in the sub group for accurate data. * Support: Continue communication families and the WCSD CIT Dept to provide resources including transportation.   **Free and Reduced Lunch:**   * Challenge: 32% of our FRL population were Chronically Absent. 7% of our FRL population were Severely Chronically Absent. * Support: Provide families support with the Family Resource Center. Communicate with interventions early in the year as soon as there is a pattern of absences.   **Migrant:**   * Challenge: N/A * Support: N/A   **Racial/Ethnic Groups:**   * Challenge: 21% of our Hispanic population was Chronically Absent. 31% of our African American population was Chronically Absent. 5% of our Hispanic population are Severely Chronically Absent and 6% of our African American population are Severely Chronically Absent. * Support: Continue communication with families and provide support thorugh incentive plans and family resources.   **Students with IEPs:**   * Challenge: 22% of our students on IEP’s are Chronically Absent. 5% are Severely Chronically Absent. * Support: Provide updates in the IEP, discuss incentive plans, and provide parents updated information through a Prior *Written Notice.* |

# 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.*

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| **Outreach Activity** | **Date** | **Lessons Learned from the School Community** |
| Parent Teacher Organization Meeting | 8/22/23 | * Parents had no questions about the data summary or next steps within the plan. * One parent did ask about how to support the school with donations and grants to support student learning. * Explained to the parents the SPP will be on the website for review. Gave contact information if parents had additional questions about our goals, data or anything regarding our school. |

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) [↑](#footnote-ref-1)