



Washoe County School District

Desert Heights

School Performance Plan: A Roadmap to Success

Desert Heights Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: David Frydman

School Website:

Email: Dfrydman@washoeschools.net

Phone: 775-677-5444

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 18, 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.

Name	Role
David Frydman	Principal(s) <i>(required)</i>
Chrystal Spraggins	Other School Administrator(s) <i>(required)</i>
Alexandra Archer, Joanna Sachs, Jessica Erickson, Leilani Konyshov, Laura Bralts, Megan Perez, Kayla Troche, Maggie Babb, Rebecca Jackson, Kara Maddox, Katrina Paulson	Teacher(s) <i>(required)</i>
Maria Arevalo	Paraprofessional(s) <i>(required)</i>
Irene Zaraco	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/desert_heights_elementary/2023



School Goals and Improvement Plan

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

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> In ELA, 3rd grade improved from 24% to 26%, 4th grade improved from 28% to 30%. In math, 3rd grade improved from 23% to 26%, 4th grade improved from 25% to 28%. In 4th grade English Language arts, 63% of students showed typical growth or more than typical growth. In 5th grade, English Language arts, 56% of students showed typical growth or more than typical growth. In 4th grade math, 59% of students showed typical growth or more than typical growth. In 4th grade English language arts, 28% of the students would catch up to proficiency in 3 years and 67% would keep up proficiency. In 4th grade math, 20% of the students would catch up to proficiency in 3 years and 60% would keep up proficiency. 	<ul style="list-style-type: none"> In ELA, 5th grade showed regression going from 28% to 22%. In math, 5th grade showed regression going from 24% to 9% proficiency. In 5th grade Math, only 26% of students showed typical growth or more than typical growth. In 5th grade English language arts, 13% of the students would catch up to proficiency in 3 years and 32% would keep up proficiency. In 5th grade math, 6% of the students would catch up to proficiency in 3 years and 15% would keep up proficiency. The percentage of EL students that exited the program decreased from 8% to 6%.
<p>Problem Statement: There is significant variability in performance across grade levels, particularly in 5th grade. While 3rd and 4th grades showed improvements or maintained performance, 5th grade experienced regression in both ELA and math. This highlights the need for a closer examination of the unique challenges faced by 5th-grade students.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Instructional Consistency: Lack of instructional consistency across grade levels, particularly in 5th grade. If teachers are not consistently implementing grade-level curriculum and instructional strategies, it can lead to regression in student performance. Teacher Preparedness: The data suggests that teachers may not have received adequate support or training, as indicated by their dissatisfaction with the academic coaching. Insufficient teacher preparedness can impact their ability to effectively teach grade-level 	



content.

- Data Utilization: The absence of discussion of individual and grade-level data may indicate a lack of data utilization in instructional decision-making. Without regular data analysis, it can be challenging to identify and address areas of improvement effectively.
- Student Engagement: Engagement is a crucial factor in student success. If students are disengaged or not motivated, it can lead to regression in their performance, as seen in 5th-grade math.
- Support for Struggling Students: The lower percentages of students catching up to proficiency in 3 years, especially in 5th-grade math and ELA, suggest that there may not be adequate support mechanisms in place for struggling students. This lack of support can hinder their progress.

Student Success

School Goal: The number of students proficient in ELA will increase from 26% to 36% and in math from 21% to 31%, as measured by 2024 Summative SBAC Assessments; Desert Heights will increase ACCESS AGP and students meeting AGP by 5%.

Formative Measures:

- *i-Ready Assessments*
- *WIDA Access*
- *SBAC ELA & Math*
- *AimswestPlus*

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6



Improvement Strategy: WIDA Overview PL on Language Acquisition, Training on ELLevations Platform, Addition of language strategies from ELLevations, Learning Walks around ELLevations Strategies, Coaching support around strategies

Evidence Level: Tier 3 - Promising Evidence

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

- Analyze ELL student data, including language proficiency levels, academic performance, and program participation. Identify areas where improvement is needed and set specific, measurable goals for ELL student achievement.
- Conduct WIDA Overview Professional Learning (PL) sessions for all staff members, including teachers, instructional coaches, and administrators. Ensure everyone understands the WIDA framework and how to assess and support ELLs.
- Provide training on the ELLevations platform for teachers and staff responsible for ELL student support. Ensure they can navigate the platform, track student progress, and access resources.
- Integrate language strategies from the ELLevations platform into classroom instruction. These strategies should be aligned with the WIDA framework and tailored to the specific needs of ELL students.
- Conduct learning walks focused on observing the implementation of ELLevations strategies in classrooms. Provide feedback to teachers and share best practices.
- Assign ELD Facilitator to provide one-on-one support to teachers. This support should focus on the effective use of language acquisition strategies in instruction.
- Conduct regular reviews of the improvement strategy's effectiveness during observation walkthroughs. Assess progress toward goals and make adjustments based on data and feedback from stakeholders.

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

- PLC's
- ELD Facilitator
- PD on ELLevations strategies

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

- *Implementation Challenge:* Consistent implementation of ELL strategies

Lead: *Who is responsible for implementing this strategy?*
EL Facilitator
BLF
Administration



- *Potential Solution:* Ongoing professional learning

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

- Title I
- General Budget

Improvement Strategy: *Utilize Number Talks, Rocket Math, Manipulatives, i-Ready, Academic Language, and Envisions Math Curriculum to improve student proficiency in math during whole and small group instruction, Student Centered Mathematics.*

Evidence Level: Tier 2 - Moderate Evidence

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

- Analyze math assessment data, including Smarter Balanced scores and i-Ready assessments. Identify specific areas where students are struggling and set clear, measurable goals for math proficiency improvement.
- Implement Number Talks as a daily routine in math classrooms to promote mathematical thinking, discourse, and problem-solving skills.
- Integrate Rocket Math for targeted practice in basic math facts, fostering automaticity and fluency.
- Utilize i-Ready as a diagnostic tool to assess individual student math levels and provide personalized instruction.
- Embed academic language development strategies within math instruction to help students express mathematical ideas effectively as observed during Trust Based Observations.
- Differentiate instruction based on individual student needs, ensuring that all students receive appropriate support and challenge as observed during Trust Based Observations (formative assessment, descriptive progress feedback, specific differentiation/adaptive practice).
- Provide opportunity in the schedule for small group instruction to provide targeted support for students who need additional help, allowing for personalized learning experiences.
- Train teachers to use assessment data to inform their instruction, differentiating lessons based on students' strengths and weaknesses.
- Engage parents and the community in supporting math proficiency. Provide resources and workshops to help parents understand and participate in their children's math education.

*Classroom Teachers
BLF
Administration*



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

- Continued Professional Learning
- Envisions Math Curriculum
- i-Ready
- Differentiation in the Elementary Grades by ASCD

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

- *Implementation Challenge:* Inconsistent Implementation
- *Potential Solution:* Ongoing professional learning

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

- *Title I*
- *General Budget*

Improvement Strategy: *Utilize Heggerty (3), Leveled Readers and Benchmark Curriculum to improve student proficiency in ELA in whole and small group instruction (2)*

Evidence Level: Tier 2 - Moderate Evidence

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

- Analyze ELA assessment data, specifically Smarter Balanced scores, to identify specific areas where students are struggling and set clear, measurable goals for ELA proficiency improvement.
- Utilize the Heggerty Phonemic Awareness Program in grades K, 1, 2 to develop students' foundational skills in phonemic awareness, which can enhance their overall cognitive abilities and support ELA proficiency.
- Implement the Benchmark Curriculum for ELA instruction along with the Curriculum and Instruction documents. Ensure alignment with state standards and a sequential, scaffolded approach to ELA concepts.



- Introduce leveled readers in ELA classes to help students build reading comprehension skills and engage with texts at their appropriate levels.
- Implement differentiated instruction to meet the diverse needs of ELA students. Provide targeted support for struggling readers and writers while challenging those who excel as observed during Trust Based Observations (formative assessment, descriptive progress feedback, specific differentiation/adaptive practice).
- Provide professional development during PL days for ELA teachers to enhance their pedagogical skills and content knowledge. Focus on strategies that align with the chosen ELA curriculum and Leveled Readers.
- Continuously monitor student progress in ELA using formative assessment data. Adjust instruction based on ongoing data analysis.

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

- *Pacing Guides*
- *Curriculum Guides*
- *Phonics First*
- *Leveled Literacy Intervention*
- *Benchmark Intervention Kit*

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

- *Implementation Challenge:* Lack of time to collaborate with PLC.
- *Potential Solution:* Create schedule where PLC's have a minimum of 1hr to look at data, plan instruction, and create intervention lessons.

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

- *Title I*
- *General Budget*



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

English Learners

- Challenge: Lack of access to language rich environments
- Support: Accountable Talk Stems, Anchor Charts, Realia, TPR, Academic Language, text and tasks representative of our diverse student population

Foster/Homeless:

- Challenge: Lack of consistency and structure
- Support: PBIS, Identification and outreach, academic supports, social and emotional support, school supplies and resources, clothing and hygiene items, collaboration with community agencies, trauma informed practices, and regular monitoring and evaluation.

Free and Reduced Lunch:

- Challenge: Lack of resources.
- Support: PBIS, Accountable Talk Stems, Language supports, Flexible grouping, Anchor Charts, Realia, TPR, Academic Language, text and tasks representative of our diverse student population

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups: N/A

- Challenge:
- Support:

Students with IEPs:

- Challenge: Lack of access to general education curriculum
- Support: Specially designed instruction, assistive technology, accessible materials, Inclusive practices, modifications and accommodations

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture

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)



Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Learning Targets are consistently posted and clearly describes what students will learn, are written using “I” statements, use active verbs, are specific and clear, and are developmentally appropriate for each class based on walk throughs and observations. ● 93% of staff agreed or strongly agreed that staff at the school set high expectations for student achievement. ● 100% of staff agreed or strongly agreed that staff provides parents with ways to support their child’s learning at school. ● 100% of staff agreed or strongly agreed that teachers in their collaborative team take collective responsibility for student learning rather than working in isolation. ● 89% of staff agreed or strongly agreed that staff come prepared to meetings, so they are ready for deeper level discussions around student progress and instruction. 	<ul style="list-style-type: none"> ● Consistent feedback is needed for PLCs from instructional coaches to make sure conversations are revolving around what we want students to learn and how will we respond when students don’t learn them. ● 44% of teachers feel that they have sufficient time in their teacher teams or PLCs to meet. ● 33% of teachers do not feel that that their grade level has clear guidelines and expectations for what to focus on during collaboration and instruction. ● 44% of the teachers do not believe that their grade level teams regularly share lessons, teaching strategies, materials, data and assessments. ● 55% of teachers do not feel that they always leave the PLC with an agreed upon piece of student data or work to collect as evidence of student learning.

Problem Statement: The problem at Desert Heights Elementary School is a lack of effective and streamlined collaboration within Professional Learning Communities (PLCs). This issue is characterized by inconsistent feedback from instructional coaches, inadequate time allocation for teacher teams, a lack of clear guidelines and expectations for collaboration, infrequent sharing of essential teaching resources, and an absence of a consistent focus on collecting evidence of student learning during PLC meetings. These challenges are hindering the school's ability to ensure that PLC conversations revolve around student learning outcomes and responsive instructional practices, ultimately impeding our mission to provide high-quality education for all students.

Critical Root Causes of the Problem:

- Insufficient Time in Teacher Teams
- Lack of Clear Guidelines and Expectations
- Limited Sharing of Resources and Data
- Inadequate Collection of Evidence of Student Learning

Adult Learning Culture



School Goal: By the end of the 2023-2024 school year, all learning targets and unit learning goals (Understanding goals, Knowledge goals, and skill goals) will be aligned to the essential standards and NVACs. Lessons, assignments and activities in ELA and Mathematics will be aligned to instructional plans that focus planning and preparation efforts with WCSD curriculum guidance documents, essential standards, teaching techniques and engagement strategies. Student work samples will show a 10% increase in the number of students meeting or exceeding standards.

Formative Measures:

- Informal and Formal Observations
- Aimsweb
- MAP
- Interim Assessments

Aligned to Nevada’s STIP Goal:

- | | |
|---|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input checked="" type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |

Improvement Strategy: Administration will conduct Trust Based Observation cycles with teachers every 3-4 weeks with a focus on ensuring Learning Targets are clear and explicit and students understand what they are learning, why they are learning it, and how they know if they learned it. In addition, teachers regularly provide performances of understanding, so students have opportunities to demonstrate their level of knowledge, skill and/or understanding.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- *Professional learning on Topic to Concept and Backwards planning.*
- PLCs on early release Wednesdays will focus on teachers working in PLCs to establish learning goals that empower students and lay a strong foundation for high quality instruction and differentiation.
- Establish effective Professional Learning Community Protocols where teachers can identify what to teach (Standards); how to teach (Effective Instructional Practices); how to determine what students have learned (Assessment).

Lead: *Who is responsible for implementing this strategy?*
Principal, Admin Team



- Develop a Master Schedule that allocates ample time for teachers to meet in PLCs to discuss assessment, instructional practices, and standards.
- During PLC's teachers will collaboratively plan for learning goals, understanding goals, and skill goals for each major unit that are aligned with essential standards.
- All teachers will post learning targets in the classroom, unpack them during class, align success criteria and exemplars to LT's, formatively assess during class, and review at the end of class.

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

- *Trust Based Observations training for administration.*
- *I-Ready & Student data*
- *Lesson Plans*
- *Unit Plans*

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

- *Implementation Challenge: Lack of time to engage in planning*
- *Potential Solution: Utilize early release time for grade levels to collaborate.*

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

- Title I
- General Budget

Improvement Strategy: Weekly PLC meetings with grade level and "specialists" to discuss data, planning of instruction and pacing, and the weekly common assessments for ELA and math. During the PLC, teachers bring samples and data from agreed upon assessments, set SMART goals, and discuss plans for their upcoming lessons based on the pacing and students' assessments

Evidence Level: Tier 3 – Promising Evidence

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

- Teachers and specialists attend weekly PLC meetings.



- All teachers agreed upon common assessment data, pacing guides, lesson plans and SMART goals.
- Teachers analyze the data and make decisions about interventions needed, enrichment opportunities, students' needs, and assess their SMART goal.
- Teachers make any adjustments to instruction through next steps and determine the next SMART goal for the unit and/or weekly plans.

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

- Student Data
- PLC Talking Points
- Pacing Guides
- Curriculum Guides
- Smart Goals
- Lesson Plans

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

- Implementation Challenge: Teachers getting off task and discussing grade level items other than student performance and data.
- Potential Solution: Ensure meeting norms are set and a consistent PLC form is being used K-5.

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

- General Budget
- Title I

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: *Lack of access to language rich environments.*
- Support: *Use of home language survey for planning and assessment in curriculum documents and instruction. Continued professional development of Culturally Responsive Practices*



Foster/Homeless:

- Challenge: *Lack of consistency and structure*
- Support: *Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students' teams. Continued professional development in Culturally Responsive Practices*

Free and Reduced Lunch:

- Challenge: *Lack of access to resources*
- Support: *Schoolwide free breakfast and lunch – 100% of students eat free. Continued professional development in Culturally Responsive Practices.*

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: *Lack of background knowledge and supports*
- Support: *Track formative and summative data across racial groups to measure if any disparities exist during intervention. Continued professional development in Culturally Responsive Practices*

Students with IEPs:

- Challenge: *Lack of access to general education curriculum*
- Support: *General Education and Special Education teachers support rigorous instructional strategies during Tier 1 and during small group instruction to support individualized goals. Continued professional development in Culturally Responsive Practices*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Major Discipline Events decreased by 25% from 20-21 school year to 22-23 school year. ● High level of implementation of PBIS was observed through 2 tier I data points at 70% or higher. 	<ul style="list-style-type: none"> ● Chronic absenteeism rose from 24% to 32%.
<p>Problem Statement: Problem Statement: Desert Heights Elementary School faces a critical issue of increasing chronic absenteeism, which has risen from 24% to 32%. This significant increase in chronic absenteeism poses a considerable barrier to students' educational success and overall well-being. Chronic absenteeism not only hinders students' access to essential learning opportunities but also impacts the school's ability to maintain a consistent and effective learning environment. Addressing this problem is paramount to ensure that all students have</p>	



equitable access to a quality education and that the school can fulfill its mission of fostering academic growth and achievement.

Critical Root Causes of the Problem:

- Lack of Engagement
- Family and Socioeconomic Factors
- Health and Wellness Issues
- Transportation and Accessibility
- Academic Challenges
- Cultural and Language Barriers
- Lack of Accountability.

Connectedness

School Goal: Decrease chronic absenteeism by 10% from 32% to 22%

Formative Measures:

- ADA
- B.I.G. (*Absenteeism Dashboard*)

Aligned to Nevada's STIP Goal:

- | | |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> STIP Goal 1 | X STIP Goal 2 |
| X STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input type="checkbox"/> STIP Goal 6 |



Improvement Strategy: Foster a school environment that is safe, welcoming, and inclusive, where students want to come to school and are reinforced for perfect attendance.

Evidence Level: Tier 4 - Demonstrates a Rational

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

- Continuously monitor and analyze attendance data to identify trends, patterns, and specific student populations with high absenteeism rates.
- Counselor and administration will conduct outreach to parents and caregivers to emphasize the importance of regular attendance and involve them in strategies to improve attendance.
- Implement strategies to engage students in meaningful learning experiences to increase their enthusiasm for school through Kagan Structures of Cooperative Learning, Capturing Kids Hearts, and Monthly Spirit Days.
- Provide targeted academic support through the Team-Up program for students who are chronically absent and struggling, including tutoring, small-group instruction, and personalized learning plans.
- Implement a system of rewards and recognition for students with good attendance records.
- Organize friendly attendance challenges within the school to motivate students to attend regularly.
- Ensure attendance policies and consequences are clear, consistently applied, and communicated to students, parents, and staff through the weekly Newsletter.

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

- Attendance Incentives
- Quarterly Awards
- Home School Visit Training

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

- *Implementation Challenge: Time to recognize students*
- *Potential Solution: Delegate Responsibilities to key instructional staff*

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

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

Counselor

Administration

Classroom teachers



- Title I
- General Budget
- SGF

Improvement Strategy: With schoolwide implementation and consistent data analysis of our MTSS/PBIS model, students will understand and exhibit the MTSS/PBIS expectations, as well as build peer relationships, regulate and solve conflicts with taught tools to grow both socially and academically.

Evidence Level: Tier 1 - Strong Evidence

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

- Administration and teachers/staff will teach, model, and reinforce our schoolwide MTSS/PBIS system at the onset of the year and booster throughout the year based on schoolwide data
- PBIS Team Members will analyze behavior incident data monthly to determine success and areas for growth and provide professional learning and support for schoolwide expectations
- PBIS Team Members will implement the TFI (PBIS data analysis) three times per year to monitor schoolwide implementation
- Counselor and Safe Schools Professional will provide differentiated class and grade level lessons based on need (weekly and monthly)
- MTSS team will provide differentiated support for teachers weekly based on student referrals in data collection and behavioral plans.
- Administration and teachers/staff will acknowledge positive behavior through Coyote of the Week, Coyote of Excellence, Pawsitive Behavior Referrals and Positive Paws

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

- Continued Professional Learning
- PBIS Team
- Sanford Harmony Kits
- QuaverSEL Online Software
- Schoolwide PBIS Lesson Plans
- Counselor/Safe School Professional



- Positive Paws/Pawsitive Behavior Referrals
- Coyote of the Week Trophies and Awards
- Major and Minor Discipline Data
- Common Area Reinforcement Data
- Tiered Fidelity Inventory

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

- *Implementation Challenge: Student Attendance*
- *Potential Solution: Create schoolwide attendance incentives*

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

- General Budget
- Title I Budget
- SGF

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: *Lack of access to language rich environments.*
- Support: *Professional learning for staff on various needs of student groups, explicitly teaching expectations, reinforcing positive behavior, provide differentiated supports for students with Tier 2/Tier 3 needs*

Foster/Homeless: N/A

- Challenge:
- Support:
- **Free and Reduced Lunch: N/A**
- Challenge:

Support:



Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups: N/A

- Challenge:
- Support:

Students with IEPs:

- Challenge: *Lack of access to general education curriculum*
- Support: *Professional learning for staff on various needs of student groups, explicitly teaching expectations, reinforcing positive behavior, provide differentiated supports for students with Tier 2/Tier 3 needs*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>Welcoming Climate Walkthrough/Informal Meet & Greet</i>	<i>08/11/23</i>	<ul style="list-style-type: none"> ● <i>Parents gave feedback on different ways to make the school more welcoming.</i>
<i>New Family Breakfast</i>	<i>08/21/23</i>	<ul style="list-style-type: none"> ● <i>Shared improvement strategies with families</i> ● <i>Discussed curriculum and standards</i>
<i>Back to School Experience</i>	<i>08/30/23</i>	<ul style="list-style-type: none"> ● <i>Discussed school improvement data with families.</i> ● <i>Solicited feedback from families on learning events that would be helpful</i>
<i>Snack time with Books</i>	<i>09/14/23</i>	<ul style="list-style-type: none"> ● <i>Will discuss ELA data and areas the school will focus on.</i> ● <i>Parents will get strategies to help support reading at home.</i>