

## Washoe County School District

# Desert Heights Elementary School

## 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:** <https://www.washoeschools.net/site/Default.aspx?PageID=1354>

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**Phone:** 775-677-544

**School Designations:**  Title I  CSI  TSI  TSI/ATSI

*Our SPP was last updated on October 15, 2022*

## 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	<b>Principal(s)</b> <i>(required)</i>
Chrystal Spraggins	<b>Other School Administrator(s)</b> <i>(required)</i>
Maggie Babb, Joanna Sachs, Jessica Erickson, Laura Bralts, Megan Perez, Roman Stowell, Shannon Pautler, Krysten Hoffman	<b>Teacher(s)</b> <i>(required)</i>
Maria Arevalo	<b>Paraprofessional(s)</b> <i>(required)</i>
Irene Zaraco	<b>Parent(s)</b> <i>(required)</i>
Click here to enter text.	<b>Student(s)</b> <i>(required for secondary schools)</i>
Click here to enter text.	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Click here to enter text.	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Click here to add additional members.	Click here to add their role.

## 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/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/washoe/desert_heights_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

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Median Growth Percentile for ELA was 55.</li> <li>• Adequate Growth Percentile in ELA was 54.3.</li> <li>• ELA Opportunity Gap was 48.7.</li> <li>• Math Opportunity Gap was 29.8.</li> </ul>	<ul style="list-style-type: none"> <li>• Pooled Proficiency on the SBAC was 25.6.</li> <li>• SBAC Grade 3 Reading was 24.2.</li> <li>• Adequate Growth Percentile on the ACCESS/WIDA was 32.6.</li> <li>• Chronic Absenteeism was 22.7.</li> </ul>
<p><b>Problem Statement:</b> Only 29% of students in 3-6 grades showed proficiency on the ELA SBAC and 22% of students in 3-6 grades showed proficiency on the math SBAC.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• More understanding on the learning targets are needed to provide more rigorous instruction aligned to the standards and SBAC.</li> </ul>	

Student Success	
<p><b>School Goal:</b> The number of students proficient in ELA will increase from 29% to 39% and in math from 22% to 32%, as measured by 2023 Summative SBAC Assessments; Desert Heights will increase ACCESS AGP and students meeting AGP by 5%.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>• SBAC ELA &amp; Math</li> <li>• WIDA ACCESS</li> <li>• Aimswebplus</li> </ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



**Improvement Strategy:** WIDA Overview PL on Language Acquisition, Training on ELLevation Platform, Addition of language strategies from ELLevation, Learning Walks around ELLevation 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?*

- Provide PD on ELLevation Strategies (Sept-Jan.)
- Learning Walks with Instructional Coaches around ELLevation strategies (Jan.-Jun)
- Embedding ELLevation Strategies during weekly PLC

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

- ELL Facilitator
- PD on ELLevation strategies

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

- *Implementation Challenge:* Consistent implementation of ELL strategies
- *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

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

**ELL Facilitator**



**Improvement Strategy:** *Utilize Number Talks, Rocket Math, Manipulatives, Dreambox, 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?*

- Administration, coaches will provide professional learning on Envisions Math during Staff Development Days, during Professional Learning Communities.
- Administration/Coaches will provide professional learning on identifying the Learning Goals (Understanding Goal, Knowledge Goal and Skill Goal) for the math standards.
- During PLC's administration and coaches will facilitate a book study on RtI: The forgotten Tier to intensify Tier I structures within the school and grade levels.
- Administration, designated teachers/staff will provide professional learning on Number Talks, Rocket Math, and DreamBox during Staff Development Days, during Professional Learning Communities.
- Teachers/staff will implement Number Talks daily during their designated Number Talks block on the master schedule utilizing classroom data.
- Teachers and administration will analyze School City Data to determine which standards were mastered and which standards need reteaching and intervention.
- Teachers/staff will explicitly teach and embed academic language and accountable talk stems in each day's instruction, as well as provide opportunities for students to utilize academic language and accountable talk stems in classroom discourse.

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

- Continued Professional Learning
- Envisions Math Curriculum
- Dreambox
- Differentiation in the Elementary Grades by ASCD
- RTi: The forgotten Tier by Joanne Klepeis Allain and Nancy Chapel Eberhardt

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

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

**Lead:** *Who is responsible for implementing this strategy?*  
**Administration, Instructional Coaches**



<p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none"><li>• Title I</li><li>• General Budget</li></ul>	
<p><b>Improvement Strategy:</b> Utilize Heggerty (3), Leveled Readers and Benchmark Curriculum to improve student proficiency in ELA in whole and small group instruction (2)</p> <p><b>Evidence Level:</b> Tier 2 - Moderate Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• All students in K-3 will receive daily explicit phonemic awareness instruction and practice using Heggerty Phonemic Awareness.</li><li>• Students in 4-6 will receive explicit phonemic awareness instruction and practice intervention if determined by aimwebweb Plus</li><li>• Identify the students who are in the MTSS process and performing below the 40<sup>th</sup> percentile on MAPS.</li><li>• Identify what intervention meets the needs of the students in MTSS and who performed below the 40<sup>th</sup> percentile.</li><li>• Identify which teacher and which intervention will be assigned to the groups of students.</li><li>• Continue to collect student data through weekly common assessments and Aimsweb Probes.</li><li>• Determine next steps following common assessments and Maps data</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> Classroom teachers <b>Instructional Coaches</b></p>



- *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

**Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those 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:* Accountable Talk Stems, Anchor Charts, Realia, TPR, Academic Language, text and tasks representative of our diverse student population

**Free and Reduced Lunch:**

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



**Migrant:**

- *Challenge:* N/A
- *Support:* N/A

**Racial/Ethnic Groups:**

- *Challenge:* N//A
- *Support:* N/A

**Students with IEPs:**

- *Challenge:* Lack of access to general education curriculum
- *Support:* Accountable Talk Stems, Anchor Charts, Realia, TPR, Academic Language, text and tasks representative of our diverse student population

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:*

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Teachers are posting the understanding goals, knowledge goals and the skill goals for each unit consistently.</li> <li>• PLC's were a focus and teachers were given at least 60 minutes a week of common prep time to plan lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent feedback is needed for PLC's 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.</li> </ul>
<p><b>Problem Statement:</b> Based on classroom observations and PLC notes, grade level teams lacked protocols, structure and professional learning to determine What do we want all students to know and be able to do?; How will we know if they learn it?; How will we respond when some students do not learn?; How will we extend the learning for students who are already proficient?</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• During the 2022 school year, many times PLC's were interrupted due to lack of staff in the building. In addition, with only 1 data coach, it was hard to meet with every grade level consistently.</li> </ul>	





## Adult Learning Culture



**School Goal:** By the end of the 2022-2023 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:**

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

**Improvement Strategy:** Continue using RtI: The Forgotten Tier- A Practical Guide for Building a Data-Driven Tier I Instructional Process . Administration will conduct Trust Based Observation cycles frequently 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.

**Evidence Level:** Tier 4 - Demonstrates a Rational

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

- Administration/Learning Coaches will facilitate a book study on RtI: The Forgotten Tier- A Practical Guide for Building a Data-Driven Tier I Instructional Process to support teachers in what to teach, how to teach, and how to determine what students have learned.
- PLC's on early release Wednesdays will focus on teachers working in PLC's 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**).
- Develop a Master Schedule that allocates ample time for teachers to meet in PLC's 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 Goals in the classroom and will explicitly teach them to students

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

Administration

**Instructional Coaches**



<p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● <i>Trust Based Observations</i></li><li>● <i>The Forgotten Tier- A Practical Guide for Building a Data-Driven Tier I Instructional Process</i></li><li>● <i>Observe4Success Observation Software</i></li><li>● <i>Student Data</i></li><li>● <i>Lesson Plans</i></li><li>● <i>Unit Plans</i></li></ul> <p><b>Challenges to Tackle:</b> <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none"><li>● <i>Implementation Challenge: Lack of time to engage in planning</i></li><li>● <i>Potential Solution: Create schedule where PLC's have a minimum of 1hr to look at data, plan instruction, and create intervention lessons.</i></li></ul> <p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none"><li>● <i>Title I</i></li><li>● <i>General</i></li></ul>	
<p><b>Improvement Strategy:</b> 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.</p> <p><b>Evidence Level:</b> Tier 3 - Promising Evidence</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>● <i>Teachers and specialists attend weekly PLC meetings.</i></li><li>● <i>All teachers bring agreed upon common assessment data, pacing guides, lesson plans and SMART goals.</i></li><li>● <i>Teachers analyze the data and make decisions about interventions needed, enrichment opportunities, students’ needs, and assess their SMART goal.</i></li><li>● <i>Teachers make any adjustments to instruction through next steps and determine the next SMART goal for the unit and/or weekly plans.</i></li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> Classroom teachers <b>Instructional coaches</b> <b>Administration</b></p>



- 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:* No consistent normed assessment for grades K-6. Time it takes to give the School City assessments; specifically, for K and 1. Time it takes to input student data into the School City system.
- *Potential Solution:* Provide additional time for grade levels to work together.

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

General  
Title I

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

- *Challenge:* N/A
- *Support:* N/A

**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

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Major Discipline Events decreased by 45% from the 20-21 school year to the 21-22 school year.</li> <li>• High level of implementation of PBIS was observed through 2 tier I data points at 70% or higher .</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic absenteeism was 22.7%</li> </ul>
<p><b>Problem Statement:</b> With large amount of students being chronically absent, students have large gaps in learning due to inconsistent instruction.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Student absences due to exclusions and unverified absences.</li> </ul>	

### Connectedness



<p><b>School Goal:</b> Decrease chronic absenteeism by 20% from 22.7% to 18.16%</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• Average Daily Attendance</li><li>• Chronic Absenteeism Report</li></ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p><input checked="" type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3    <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5</p>
<p><b>Improvement Strategy:</b> Create an environment that is safe and respectful where students want to come to school and are incentivized for perfect attendance.</p> <p><b>Evidence Level:</b> Tier 4 - Demonstrates a Rational</p> <p><b>Action Steps:</b> <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• Create weekly perfect attendance incentive raffle.</li><li>• Recognize quarterly perfect attendance with an academic reward.</li><li>• Plan to meet quarterly with students that are identified as chronically absent.</li><li>• Conduct home visits with the counselor and safe schools professional helping to eliminate barriers for families</li></ul> <p><b>Resources Needed:</b> <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none"><li>• Weekly incentives</li><li>• Quarterly awards</li><li>• Home School Visit training</li></ul> <p><b>Challenges to Tackle:</b> <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none"><li>• <i>Implementation Challenge:</i> Time to recognize students</li><li>• <i>Potential Solution:</i> Delegate responsibilities to key instructional staff</li></ul> <p><b>Funding:</b> <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none"><li>• Title I</li><li>• General</li></ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i> <b>Admin, instructional coaches, Counselor, Safe Schools Professional</b></p>



**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
- TFI

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

- *Implementation Challenge:* Student Attendance

**Lead:** *Who is responsible for implementing this strategy?*  
**Admin, Counselor, SPP,  
Instructional Coaches, Staff**



- *Potential Solution:* Create school wide attendance incentives

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

Title I

General

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

- *Challenge:* Lack of consistency and structure
- *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

**Free and Reduced Lunch:**

- *Challenge:* Lack of resources
- *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





**Migrant:**

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

**Racial/Ethnic Groups:**

- *Challenge:* Lack of background knowledge and supports
- *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

**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

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

## 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
Welcoming Climate Walkthrough	8/12 /22	<ul style="list-style-type: none"> <li>• Parents gave feedback on different ways to make the school more welcoming.</li> </ul>
<i>New Family Breakfast</i>	08/1 5/22	<ul style="list-style-type: none"> <li>• Shared improvement strategies with families</li> <li>• Discussed curriculum and standards</li> </ul>
<i>Back to School Experience</i>	08/3 1/22	<ul style="list-style-type: none"> <li>• Discussed school improvement data with families.</li> <li>• Solicited feedback from families on learning events that would be helpful.</li> </ul>