

## Washoe County School District

# Clayton Pre-AP Academy

### School Performance Plan: A Roadmap to Success

*Clayton Pre-AP Academy 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:** Martindale, Michael

**School Website:** [www.washoeschools.net/clayton](http://www.washoeschools.net/clayton)

**Email:** [clayton@washoeschools.net](mailto:clayton@washoeschools.net)

**Phone:** 775-742-5860

**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
Martindale, Michael	<b>Principal(s)</b> (required)
Shults, Leslie	<b>Other School Administrator(s)</b> (required)
Nathan Tanner	<b>Other School Administrator(s)</b> (required)
Brooke May	<b>Teacher(s)</b> (required)
America Rodriguez	<b>Paraprofessional(s)</b> (required)
Joe Sambrano	<b>Parent(s)</b> (required)
Click here to enter text.	<b>Student(s)</b> (required for secondary schools)
Click here to enter text.	<b>Tribes/Tribal Orgs</b> (if present in community)
Click here to enter text.	<b>Specialized Instructional Support Personnel</b> (if appropriate)
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/archie\\_clayton\\_pre-a.p.\\_academy/2021](http://nevadareportcard.nv.gov/DI/nv/washoe/archie_clayton_pre-a.p._academy/2021).



# 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>The percentage of students scoring Level 4 on the ELA Smarter Balanced Assessment (SBAC) is equivalent to Washoe County School District (WCSD) average = 12%.</li> <li>The percentage of students scoring Level 3 on the ELA SBAC exceeded the WCSD average = 34% (+2%). This percentage represents an increase from Clayton's 2021 proficiency level (+4%).</li> <li>The percentage of students scoring below proficiency on ELA SBAC is lower than similar schools within WCSD. Level 2 = 27% (-4% when compared to similar schools). Level 1 = 28% (-12% when compared to similar schools).</li> <li>The percentage of students scoring Level 4 on the MATH Smarter Balanced Assessment (SBAC) is equivalent to Washoe County School District (WCSD) average = 11%.</li> <li>The percentage of students scoring below proficiency at a Level three is lower than the WCSD average = 26% (-1% when compared to the WCSD average).</li> <li>The percentage of students scoring below proficiency in the lowest quartile (Level 1) is lower than similar schools within WCSD = 50% (-13% when compared to similar schools).</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of student scoring Level 4 on the ELA Smarter Balanced Assessment (SBAC) decreased between 2021 and 2022 by 1%.</li> <li>Large opportunity gaps exist for student on IEPs. On the 2022 ELA SBAC, proficiency levels for students with IEPs were: Level 4 = 1%; Level 3 = 10%; Level 2 = 24%; Level 1 = 65%. For three levels, the opportunity gaps were considerable when compared to proficiency scores overall: Level 4 = 11% fewer students scored at this level; Level 3 = 24% fewer students scored at this level; Level 2 (the exception) = 3% fewer students scored at this level; Level 1 = 37% more students scored at this level.</li> <li>Large opportunity gaps exist for students receiving EL services. On the 2022 ELA SBAC, proficiency levels for students with receiving EL services were: Level 4 = 0%; Level 3 = 7%; Level 2 = 30%; Level 1 = 63%. For all four levels, the opportunity gaps were considerable when compared to proficiency scores overall: Level 4 = 11% fewer students scored at this level; Level 3 = 27% fewer students scored at this level; Level 2 = 3% more students scored at this level; Level 1 = 35% more students scored at this level.</li> <li>Overall Math proficiency is low = 24% (Students scoring Level 4 + Level 3). Students scoring below or well below proficiency is high = 76% (students scoring Level 2+ Level 3).</li> <li>Large opportunity gaps exist for student on IEPs. On the 2022 Math SBAC, proficiency levels for students with IEPs were:</li> </ul>



	<p>Level 4 = 0%; Level 3 = 3%; Level 2 = 13%; Level 1 = 84%. For three levels, the opportunity gaps were considerable when compared to proficiency scores overall: Level 4 = 11% fewer students scored at this level; Level 3 = 10% fewer students scored at this level; Level 2 (the exception) = 13% fewer students scored at this level; Level 1 = 34% more students scored at this level.</p> <ul style="list-style-type: none"> <li>• Large opportunity gaps exist for students receiving EL services. On the 2022 Math SBAC, proficiency levels for students with receiving EL services were: Level 4 = 0%; Level 3 = 5%; Level 2 = 12%; Level 1 = 82%. For three levels, the opportunity gaps were considerable when compared to proficiency scores overall: Level 4 = 11% fewer students scored at this level; Level 3 = 14% fewer students scored at this level; Level 2 (the exception) = 24% fewer students scored at this level; Level 1 = 32% more students scored at this level.</li> </ul>
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**Problem Statement:** Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, though number of proficient students remains low. In addition, the catch up in subgroups of IEP and EL needs to increase. There is a need to focus on effective strategies to support students in subgroups including students on IEPs and students receiving EL services.

**Critical Root Causes of the Problem:**

- Clayton Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction. Language and literacy strategies fail to engage all levels of learners. Clayton staff should ensure that they are providing the needed supports for all sub-groups in order to see more growth.

Student Success	
<p><b>School Goal:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent (2%) in each content as measured by student achievement and growth in alignment with SBAC results.</p>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <ul style="list-style-type: none"> <li>✓ STIP Goal 1      ✓ STIP Goal 2</li> <li>✓ STIP Goal 3      ✓ STIP Goal 4</li> <li>                         ✓ STIP Goal 5</li> </ul>



**Formative Measures:**

- Curriculum-Based Common Assessments
- MAP

**Improvement Strategy:** (1) Teaming and co-teaching with EL and Special Education populations. (2) Block schedule with built-in collaboration and PD time (4x4 block with 78 minutes). (3) Teaching Techniques and strategies with common assessments as center of PLCs. (4) Consistent PLC cycle with common assessment data driving strategies and evaluation. (5) Enrichment class explicit teaching of executive functions and Social Emotional Skills. (6) Utilize grant funding to create additional MTSS, SEL and family engagement supports including restorative practices.

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

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

- Design a master schedule to include more connectedness and intervention.
- Utilize ELD model to have EL teacher coach all departments in each domain-once each quarter measured by common assessments
- Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language and engagement in all core content.
- Ongoing specialized and targeted professional development for special education teachers.
- Continued PLC practices in all core departments.
- Engage families through Student Led Conferences and family Data Nights.
- Implement a student space (The Cub Den) for SEL and individualized learning support.
- Provide access to individualized tutoring, during and after school.

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

- Monthly/quarterly teaching of pedagogical strategies.
- Special Education to train all teachers on use of the Goalbook system for effective goal writing, specially designed instruction and progress monitoring (WCSD funded).
- Provide co-teaching support and professional development.
- Site leadership to spend one hour each month after school to discuss data and alignment to school instructional priorities.
- PLC and common planning built into master schedule and early release days for core

**Lead:** *Who is responsible for implementing this strategy?*  
**Administration, Department Leads and Classroom Teachers**



departments to review data, build assessments.

- People: ELD facilitator (WCSD funded), core content teachers (RALLY funded), and Special Education teachers (WCSD funded) and intervention teachers (WCSD funded)
- Time: PLC minutes and classroom observation data will be used to monitor implementation. These programs will be utilized throughout the school year.
- Materials: Dreambox (WCSD funded), ELLevations (WCSD funded), GoMath (WCSD funded), Paper tutoring (RALLY, ESSER, CEIS and WCSD funded), Lexia (WCSD funded), Thinking classroom (general school budget funded)
- Technology – ActiveBoards/projectors and student laptops/devices (WCSD, general school budget funded)

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

- *Implementation Challenge:* Persistent data gaps, especially around student growth
- *Potential Solution:* Implement MAP in reading and math as formative checkpoints for all students.
- *Implementation Challenge:* Inconsistent PLC processes
- *Potential Solution:* Provide a process for and consistent reporting of PLC practices in every department.
- *Implementation Challenge:* Low staffing levels (ELD facilitator; core teaching positions unfilled)
- *Potential Solution:* Hire critical need staff, work with WCSD talent acquisition team to develop interest in Clayton and recruit new teachers/staff.

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

- Grants: RALLY, ESSER, CEIS
- General Funds: School and WCSD

**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:* Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations strategies; Teaching Techniques).



- *Support:* Implement language acquisition supports and scaffolds for students in all classrooms (ELLevations strategies; Teaching Techniques).

**Foster/Homeless:**

- *Challenge:* Provide resources to support success in school (attendance support; transportation, wrap-around services).
- *Support:* High-yield teaching techniques and engagement strategies will support healing-centered practices to support student learning at school.

**Free and Reduced Lunch:**

- *Challenge:* Plan for high-yield curriculum and instructional supports and scaffolds for students in all classrooms (Teaching Techniques).
- *Support:* Implement high-yield curriculum and instructional supports and scaffolds for students in all classrooms (Teaching Techniques).

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Provide information, communication and outreach in families L1.
- *Support:* Develop process to provide information, communication and outreach in families L1.
- *Challenge:* Plan for language acquisition supports and scaffolds for students in all classrooms (ELLevations strategies; Teaching Techniques).
- *Support:* Implement language acquisition supports and scaffolds for students in all classrooms (ELLevations strategies; Teaching Techniques).

**Students with IEPs:**

- *Challenge:* Ensure responsive scheduling to limit additional learning gaps by ensuring access to Tier I instruction.
- *Support:* Provide programs that support individualized learning and skill building (Goalbook).

Add other student groups as needed.

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

## Inquiry Area 2 - Adult Learning Culture

### Adult Learning Culture



Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>On the 2022 Staff Climate Survey, Clayton staff rated our school equal to or higher (when compared to WCSD average) in the Expectations of Success (Clayton = 91%; WCSD = 91%) Safety (Clayton = 98%; WCSD = 87%) and Social Emotional Learning (Clayton = 88%; WCSD = 83%) categories.</li> <li>On the 2022 Staff Climate Survey, Clayton staff ratings exceeded 80% in six categories: Expectations fo Success (91%), Fairness and Respect (81%), Home-School Communication (89%), Safety (98%), Social Emotional Learning (88%) and Staff-Student Relationships (85%).</li> </ul>	<ul style="list-style-type: none"> <li>On the 2022 Staff Climate Survey, Clayton staff ratings exceeded 80% in five categories. However, each of those categories decreased when compared to prvious years: Expectations fo Success (-5%), Fairness and Respect (-6%), Home-School Communication (-9%), Social Emotional Learning (-4%) and Staff-Student Relationships (-13%).</li> </ul>
<p><b>Problem Statement:</b> Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, though number of proficient students remains low. In addition, the catch up in subgroups of IEP and EL needs to increase. There is a need to focus on effective strategies to support students in subgroups including students on IEPs and students receiving EL services.</p>	
<p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Clayton Middle School has had a lack of focus on strengthening Tier I core content area literacy and instructional strategies for all students. Lack of a focus on professional learning communities, understanding for implementing a rigorous curriculum, and aligning grade level standards to assessment has also contributed to the need for focuses on Tier I instruction. Language and literacy strategies fail to engage all levels of learners. Clayton staff should ensure that they are providing the needed supports for all sub-groups to see more growth.</li> </ul>	

Adult Learning Culture	
<p><b>School Goal:</b> All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the PLC model. Co-teaching and coaching (EL and Special Education), teaming and block schedule centers around this collaborative effort.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>Curriculum-Based Common Assessments</li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <ul style="list-style-type: none"> <li>✓ STIP Goal 1    ✓ STIP Goal 2</li> <li>✓ STIP Goal 3    ✓ STIP Goal 4</li> <li>                         ✓ STIP Goal 5</li> </ul>





**Improvement Strategy:** (1) Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content. (2) Ongoing specialized and targeted professional development for special education teachers. (3) Continued PLC practices in all core departments. (4) Co-teaching and coaching model along with block schedule and teaming model (5) Enrichment Classes to support executive function and SEL.

**Evidence Level:** Tier 3 - Promising Evidence

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

- Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.
- Ongoing specialized and targeted professional development for EL and special education teachers.
- Continued PLC practices in all core departments.

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

- Monthly teaching strategies EL focus during all staff PLC (Ongoing)
- Special Education to train all teachers on use of system. Access to technology and co-teaching (scanner, projector, computers). (Ongoing)
- Site leadership to spend one hour each month after school to discuss data and alignment (general funds)
- Data days for core departments to review data, build assessments (grant funded sub days)
- People: ELD Coach, core content teachers, and Special Education teachers (general budget) and intervention teachers (Rally grant budget)
- Time: PLC minutes and classroom observation data will be used to monitor implementation. These programs will be utilized throughout the school year.
- Materials: GoMath (District funded), ELLevations (District funded), after school program (grant funded), Dreambox (District funded), Lexia (District funded), Thinking Classroom (grant funded).
- Technology – ActiveBoards and Student laptops/devices (General funded)

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

- *Implementation Challenge:* Limited review and feedback to PLCs.
- *Potential Solution:* Provide time in the school day for PLC with a specific format/process to follow that ensure a focus on student learning.

**Lead:** *Who is responsible for implementing this strategy?*  
**Administration and Department Leads**



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

- Grants: RALLY, ESSER, CEIS
- General Funds: School and WCSD

**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:* Implementing and identifying the effective use of language acquisition supports and scaffolds for students in instructional practices (ELLevations strategies; Teaching Techniques).
- *Support:* Provide specific strategies teachers can use to support language acquisition development in lessons. Determine measures to track student language development (ELLevations strategies; Teaching Techniques).

**Foster/Homeless:**

- *Challenge:* Organize resources to support success in school (make-up work, tutoring, attendance support; transportation, wrap-around services).
- *Support:* Develop consistent personal outreach to families to connect with resources to support success in school (make-up work, tutoring, attendance support; transportation, wrap-around services).

**Free and Reduced Lunch:**

- *Challenge:* Implementing and identifying the effective use of language acquisition supports and scaffolds for students in



instructional practices (ELLevations strategies; Teaching Techniques).

- *Support:* Provide specific strategies teachers can use to support language acquisition development in lessons. Determine measures to track student language development (ELLevations strategies; Teaching Techniques).

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Provide information, communication and outreach in families L1.
- *Support:* Develop process to provide information, communication and outreach in families L1.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

**Students with IEPs:**

- *Challenge:* Implementing and identifying the effective use of language acquisition supports and scaffolds for students in instructional practices (ELLevations strategies; Teaching Techniques).
- *Support:* Provide programs that support individualized learning and skill building (Goalbook).

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>• On the Parent Climate Survey, Clayton families rated our school highest in the Communication with the School (79%), Quality Education (75%), Relationships/Respect (80%) and Supportive Place (76%).</li> </ul>	<ul style="list-style-type: none"> <li>• On the Parent Climate Survey, Clayton’s ratings in the highest categories are lower when compared to other WCSD middle schools (except Supportive Place). In addition, each of the areas decreased when compared to previous years (Communication with the School = -8%, Quality Education = -10, Relationships/Respect = -6%).</li> </ul>
<p><b>Problem Statement:</b> Clayton Middle School has been increasing overall proficiency in ELA, Math and Science prior to the pandemic, though number of proficient students remains low. In addition, the catch up in subgroups of IEP and EL needs to increase. There is a need to focus on</p>	



effective strategies to support students in subgroups including students on IEPs and students receiving EL services.

- Critical Root Causes of the Problem:**
- Clayton Middle School has had a lack of opportunities for families to come in and participate in learning. There are also assumptions on behalf of the school in terms of responsibility of parents and involvement or participation in school or learning.

**Connectedness**

<p><b>School Goal:</b> By the end of 2021-2022 the school year, Clayton Middle School will have opportunities for students (monthly) families and community (semesterly) to participate meaningfully in our educational community in support of our educational and social-emotional goals. Clayton Middle School will provide one academic-focused family engagement evening event through two (2) in-person student-led conferences. We will provide additional social events (monthly).</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"> <li>• Participation rates.</li> </ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <ul style="list-style-type: none"> <li>✓ STIP Goal 1    ✓ STIP Goal 2</li> <li>✓ STIP Goal 3    ✓ STIP Goal 4</li> <li style="text-align: center;">✓ STIP Goal 5</li> </ul>
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<p><b>Improvement Strategy:</b> (1) Teachers will facilitate a student-led data conference between students and families. (2) Clayton staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians. (3) Family engagement events will be scheduled and communicated to families using ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website. (4) Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts. (5) Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future.</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>• Teachers will facilitate a student-led conference between students and families</li> <li>• Clayton Enrichment and Family engagement Specialist staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians.</li> <li>• Family engagement events will be scheduled and communicated to families using ConnectEd</li> </ul>	<p><b>Lead:</b> <i>Who is responsible for implementing this strategy?</i>  <b>Administration and Team Leads</b></p>
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phone calls, newsletters/fliers, broadcast announcements, and the school website.

- Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts.
- Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future

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

- People: Clayton staff, Family-School Partnerships, site Safe Schools Professional liaison
- Time: Early Release Wednesdays, prep time. Evening event times (slot pay and grant funds)
- Funding: Grant and General budget.

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

- *Implementation Challenge:* Update during SPP Roadmap Development.
- *Potential Solution:* Update during SPP Roadmap Development.

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

- Grants: RALLY, ESSER, CEIS
- General Funds: School and WCSD

**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:* Embedding/teaching executive function processes to be able to track and communicate progress towards personal goals in a meaningful way.
- *Support:* Plan for teaching goal-setting/tracking proress through enrichment and Second Step program.

**Foster/Homeless:**

- *Challenge:* Making school materials and goals accessible to families through a variety of means
- *Support:* Provide personal contact through social worker/safe schools professional and intervention personnel to ensure lines of communication.

**Free and Reduced Lunch:**



- *Challenge:* Embedding/teaching executive function processes to be able to track and communicate progress towards personal goals in a meaningful way.
- *Support:* Plan for teaching goal-setting/tracking proress through enrichment and Second Step program.

**Migrant:**

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

**Racial/Ethnic Groups:**

- *Challenge:* Provide school and academic goals and outreach in family’s L1.
- *Support:* Develop process to provide school and academic goals and outreach in family’s L1.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

**Students with IEPs:**

- *Challenge:* Embedding/teaching executive function processes to be able to track and communicate progress towards personal goals in a meaningful way.
- *Support:* Plan for teaching goal-setting/tracking proress through enrichment, Second Step program, in directed studies classrooms and with case managers.

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
Open House: Parent Feedback Survey	9/15/2022	<ul style="list-style-type: none"> <li>• Satisfaction with the school (overall) = 4.25/5</li> <li>• Meeting academic needs = 4.25/5</li> <li>• Meeting social needs = 4.15/5</li> <li>• Satisfied with communication = 85%</li> <li>• There was limited participation in the survey this year. Twenty families</li> </ul>



		provided feedback.
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