



Clark County School District

Joseph Neal STEAM Academy

School Performance Plan: A Roadmap to Success

Joseph Neal STEAM 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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on June 10, 2024



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/clark/joseph_m_neal_elementary_school/2023/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

	Role
Traci McLaughlin	Principal (required)
Megan Ogle Brittani Williams Joe Vincich	Other School Leader(s)/Administrator(s) (required)
Kris Kalicki	Teacher(s) (required)
Tricia Bledsoe	
Lyle Galante	
Danni Cuchiara	Paraprofessional(s) (required) Anne Faxas
Ellen Jenkins	Parent(s) (required) Danielle Rehm



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
Staff Meeting	May 10, 2023	It was discussed that for Student Success, efforts will still support math, utilizing the district's pacing calendar and creating student goals based on MAP scores. For Adult Learning Culture, teachers will take part in PLC+ training and practices. For Connectedness, teachers will deliver Social Emotional Learning (SEL) lessons multiple times per week.
School Organization Team Meeting	May 18, 2023	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
Staff Meeting	August 21, 2023	The SPP was reviewed with the staff sharing the plan for Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness -improving on students regulating their emotions through Social Emotional Learning (SEL) by the counselor and the teachers, at least twice a week.
School Organization Team Meeting	August 22, 2023	The SPP was shared with the SOT. The team was given an overview of the three designated areas for Strategic Focus- Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers



		using PLC meetings to analyze data and create assessments based on data and standards; Connectedness -improving on students able to regulate their emotions through Social Emotional Learning (SEL) by the counselor and/or teachers, at least twice a week.
CIP Leadership Meeting	October 17, 2023	The SPP was reviewed and amended with the Leadership staff helping to develop the updated plan for Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness-improving on students regulating their emotions through rapport building, engagement strategies, and Social Emotional Learning (SEL) by the counselor or teachers, twice weekly
School Organization Team Meeting	October 24, 2023	The updated SPP was shared with the new SOT. The team was given an overview of the three designated areas-Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers using consistent, structured, and effective PLC meetings to analyze data and create lessons and assessments based on data and standards; Connectedness-improving on students regulating their emotions through rapport building engagement strategies and Social Emotional Learning (SEL) by the counselor and the teachers, at least twice a week.
School Organization Team Meeting Part I — <u>SPP review</u> (reviewed SPP and data -saw progress)	January 25, 2024	The updated SPP was shared with the new SOT. The team was given an overview of the three designated areas-Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers using consistent, structured, and effective PLC meetings to analyze data and create lessons and assessments based on data and standards; Connectedness-improving on students regulating their emotions through rapport building engagement strategies and Social Emotional



		Learning (SEL) by the counselor and the teachers, at least twice a week.
CIP Leadership Meeting - SPP and data/goals review	January 29, 2024	The SPP was reviewed and amended with the Leadership staff helping to develop the updated plan for Student Success-increasing student growth and proficiency in math for grades 3-5; Adult Learning Culture-teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness-improving on students able to regulate their emotions through rapport building, engagement strategies, and Social Emotional Learning (SEL) by the counselor and/or teachers, at least twice a week.
School Organization Team Meeting Part II — Budget review (reviewed the proposed budget and school data)	January 31, 2024	The proposed Spring budget for school year 24-25 was shared with the SOT. Staffing, the strategic use of the budget, and exactly where funds were spent was reviewed in detail. The Principal shared how monies were spent from each funding source and the justification behind the use of the monies. All staff positions will be returning next year based on projections as well as new positions that were added. The SOT was reminded about the school's SPP goals and they were given an overview of the three designated areas-Student Success-increasing student proficiency in math for grades 3-5; Adult Learning Culture-teachers use consistent, structured, and effective PLC meetings; Connectedness-improving on students regulation of emotions.
Staff Meeting - Staffing and Budget for Spring 24-25	February 6, 2024	The SPP was reviewed with the staff, sharing the plan for Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness -improving students regulation of their emotions through Social Emotional Learning (SEL) by the counselor and the teachers, at least twice a week.



Data Analysis Team Meeting	June 5, 2024	The SPP was reviewed with the Data Team staff members after EOY MAP data was available. Data was reviewed as well as the reflection of the plan for Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness -increase the consistent implementation of PBIS common behavioral expectations and number of students that can articulate, follow, and earn positive rewards for appropriate behavior.
Data Analysis - SPP review with Lead Team	August 29, 2024	The SPP was reviewed with the Lead Team staff members after BOY MAP data was available. Data was reviewed as well as the reflection of the plan for Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers using PLC meetings to analyze data and create assessments based on data and standards; Connectedness -increase the consistent implementation of PBIS common behavioral expectations and number of students that can articulate, follow, and earn positive rewards for appropriate behavior.
School Organization Team Meeting — SPP review (reviewed the 24-25 School Performance Plan)	August 29, 2024	The proposed School Performance Plan for school year 24-25 was shared with the SOT. The SOT reviewed the school's SPP goals and they were given an overview of the three designated areas- Student Success -increasing student proficiency in math for grades 3-5; Adult Learning Culture -teachers use consistent, structured, and effective PLC meetings; Connectedness -increase the consistent implementation of PBIS common behavioral expectations and number of students that can articulate, follow, and earn positive rewards for appropriate behavior.



SPP review with Staff 24-25	Sept. 11, 2024	<p>The SPP was reviewed with the staff, sharing the plan for Student Success-increasing student proficiency in math for all grades, particularly focusing on grades 3-5;</p> <p>Adult Learning Culture-teachers utilizing consistent and effectively targeted PLC meetings to analyze data and create assessments based on standards standards;</p> <p>Connectedness-increase the consistent implementation of PBIS common behavioral expectations and the overall number of students that can articulate, follow, and earn positive rewards for appropriate behavior. School wide focus on improving the structure for PBIS common school wide expectations, rewards, and student incentives for expected behavior in all areas.</p>
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP WIDA data SBAC SBAC Data Reviewed - Not Available Yet <i>ELL ELA Proficiency: overall 40.8% (3/12 were proficient ELL =25% met)</i> <i>ELL Math Proficiency: overall 34.7% (1/12 were proficient ELL = 8.3% met)</i> ELL WIDA Met AGP: 25.0% (4/37 were proficient 11% met proficiency/exited)	PBIS -Tiered Fidelity Inventory (TFI)	MAP data, grade level summative assessment data, review of curriculum resources, observation data
	<p>Areas of Strength: In the area of math, more than 70-81% of students in grades K, 1, 3 and 5 scored above the 41st percentile as measured by the spring MAP MATH growth assessment.</p> <p>In the area of reading, more than 66-76% of students in grades K, 1, 3 and 5 scored above the 41st percentile as measured by the spring MAP MATH growth assessment.</p> <p>59% of students Met their projected growth scores in Math and 48% met their projected growth in Reading by the spring assessment.</p>		



	<p>According to the K-5 scoring MAP data, we surpassed our initial school wide Math goal by decreasing the number of at risk students and increasing our students at or above the 40th percentile from 60% to 65%. Students increased their proficiency and growth in Math and Reading. As we specifically targeted Math, the "At Risk" (below 41st percentile) population of students in Math decreased from 48% to 35%, a drop of 13% percent in at risk students.</p>
	<p><i>Areas for Growth:</i> In the area of math, 48% of students in grade 4 scored below the 40th percentile and 55% of students in grade 2 scored below the 40th percentile, as measured by the spring MAP growth assessment. Targeted areas will concentrate on specifically supporting Grades 3 and 5 in the 24-25 school year.</p>
<p>Problem Statement</p>	<p>There are a significant number of students still performing below the 41st- 60th percentile in Mathematics.</p>
<p>Critical Root Causes</p>	<p>We determined a need for consistent delivery of Tier I instruction including having teachers unwrap the standards, set high expectations, consistently using math manipulatives and academic vocabulary during instruction, model problem solving strategies, differentiate for students needs, and increase knowledge of the Standards of Mathematical Practices (SMPs), especially accuracy and precision, targeting academic vocabulary, implementing productive discourse, focusing on foundational math skills, and using the Math Framework. We determined a need for prescriptive Tier II instruction with consistent, appropriate interventions using research based interventions and instructional methods. In addition, appropriate scaffolds in math must be provided for EL student groups (newcomers, LTELs) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations. Timely feedback will be provided to help students make adjustments to learning.</p>

Part B

<p style="text-align: center;">Student Success</p>	
<p>School Goal: Increase the percent of all student groups scoring at or above the 40th percentile from 50% to 60% by winter and 68% by spring, as measured by MAP Growth Assessments.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3-All students experience continued academic growth.</p>
<p>Improvement Strategy: Teachers will utilize <i>enVisions Common Core 2020</i>, with assistance from learning strategists, to support instruction in the math curriculum and rigorous alignment to SBAC aligned expectations/IABs. Teachers will focus on specific expectations that are part of their SLG rubric, ensuring that students can articulate and understand the problem, draw and label, show their work/model, explain their thinking with words and models, and check for precision and accuracy.</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVisions Common Core 2020* curriculum-Level-3; Exact Path-Level 2; Analyze data in PLCs (3); MAP Growth Assessments (2).

- **enVisions Mathematics Common Core Core 2020- 3**
- **Exact Path - Edmentum - 3**
- HMH- Into Reading K-5- 4
- Lexia CORE5 Reading- 1
- 95 Phonics Core Program -1

Intended Outcomes: Students will increase proficiency on MAP Mathematics. This will decrease the number of at risk students in mathematics.

Action Steps:

- Tier 1 instruction with a focus on unwrapping the standards, Math Framework, SMPs, fluency/numeracy, problem solving strategies
- Targeted focus on a rigorous Math SLG requiring students to use a comprehensive rubric requiring a focus on precision, work, explaining their reasoning when solving math problems. Students use the rubric throughout each unit and are assessed each month for growth to meet the class SLG goals
- Consistently implement Tier II mathematics instruction with appropriate interventions with cohesive/prescribed materials in small group
- Teachers meet weekly during PLCs to review data, develop instructional strategies, common assessments, rubrics, and lesson plans
- Teachers will use Numeracy consultants Diagnostics, Fastbridge progress monitoring, and MAP data to drive instruction and identify small groups for intervention purposes
- Learning strategists, CTTs, and classroom teachers will work with students who fall below the 40th percentile in mathematics for targeted intervention
- Students who fall below the 40th percentile in mathematics will be invited to participate in before and after school targeted tutoring.
- Teachers in grades 3, 4, 5 will model and then practice with Interim IAB's and ICA practice assessments to align the rigor and formats that students have been exposed to before state testing
- Teachers in grades K-2 will model and then practice with weekly mastery practice skills and assess on a monthly basis to increase spiral mastery and foundational precision and problem solving practice
- Teachers will clearly explain and model to parents in weekly/monthly newsletters what the targeted focus is for Math and ELA lessons

Resources Needed:

- **enVisionsMathematics Common Core Core 2020**
- **Exact Path - Edmentum**
- **Chromebooks**
- **Formative and Summative assessments**
- **Fastbridge**



- MAP data
- Instructional supplies
- Lesson plans
- PLC planning templates
- Math manipulatives (use of manipulatives daily)
- Grade Level SLG rubrics
- Academic Vocabulary identified
- Numeracy Consultants Diagnostic Assessments (Primary Numeracy Screener, Multiplicative Thinking Screener)

Challenges to Tackle:

- Available personnel to implement instruction/intervention; administration, learning strategists, and teachers to model strategies during PLCs and PL opportunities.
- Availability to appropriate Tier II materials; learning strategists will make materials available and provide PL when necessary.
- Appropriate interventions and before /after school tutoring for at risk students needing numeracy skill support
- 4th Grade has 67% students still at risk and 2nd grade has 48% students at risk; they still need targeted strategist support and intervention with struggling student groups. Therefore, for the 24-25 school year, 5th grade and 3rd grade will have targeted supports with strategists and CTT interventions included to help close achievement gaps.
- Implement a “Tiered” approach to tutoring within grade level bands. Begin tutoring supports earlier in the year.
- More students need to take advantage of tutoring for basic fact/numeracy skills. Starting another round for Teacher/Support Staff tutors and a new round of invitations sent to needy students should begin ASAP.
- Instructional use of Academic Vocabulary, modeled solving strategies, and use of hand-on manipulatives are instrumental in student understanding.
- Continue to implement the SLG common rubric in classroom instruction and home to school connection homework practice of skills.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Language Learners: Through Tier I and Tier II instruction, students are exposed to a variety of opportunities to participate in productive discourse with teacher to student and student to student. Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks, (Oral and Written). Provide PL, peer coaching, administrative observational feedback on targeted instructional strategies. Use MAP data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC. PL to build capacity on Flashlight Learning 360 to increase discourse structures, labeling, and written expression to increase academic discourse and use of academic language among ELL and all students. PL to build capacity on student-centered instruction with discourse structures to increase academic discourse and use of academic language among ELL and all students.

Foster/Homeless: Counselor will provide culturally sensitive instruction, SEL lessons



Free and Reduced Lunch: Learning Strategists provide differentiated instruction and interventions, Exact Path practice, Tutoring

Migrant: N/A

Racial/Ethnic Minorities: Learning Strategists provide differentiated instruction and interventions, Exact Path, Tutoring, Flashlight Learning 360

Students with IEPs: SEIF, Special Education Teachers, General Education Teachers, Learning Strategists to provide accommodations and instructional support as outlined in IEPs

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC data, MAP data, Classroom observation data	Classroom observation data, Professional Learning Communities (PLC) data	Classroom observation data, PLC format
	<i>Areas of Strength:</i> Grade levels create lesson plans and summative assessments together.		
	<i>Areas for Growth:</i> Increase the effectiveness of Professional Learning Communities (PLC), focusing on analyzing data, unwrapping standards, vertical alignment, implementation of the pacing calendar, and adjusting instruction as needed.		
Problem Statement	Dedicating time to appropriate professional learning opportunities developing effective Tier I instruction, purposeful and productive student discourse, and scaffolding for student groups that struggle in Tier II, as well as learning about newer instructional curriculum.		
Critical Root Causes	We determined a need for students to access foundational math skills, and Teachers to obtain consistent professional learning of differentiated Tier I instruction, including unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), relating new learning to previous learning, use of academic vocabulary, modeling of problem solving strategies, engaging in Math discourse, requiring student to show their work and attend to precision. Use the Math Framework.		



Part B

Adult Learning Culture	
<p>School Goal: By the end of the school year, 100% teachers will use Professional Learning Communities (PLC) templates to track student data and adjust instruction based on data.</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: We will improve the quality and consistency of the PLCs using a common format for all meetings.</p> <p>Our goal was specifically set for the end of the year, so we are still implementing structural improvements and staff training for expected PLC impact in instructional design and responsive data analysis. We have surpassed our overall target for data improvement thus far for students in Math. We have also implemented common PLC scheduling, yet there are Adult Learning needs for PLC consistency and more time allotment needed to have effective collaboration within the PLC template expectations.</p> <p>Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)-Build a committed staff and provide professional development (1); enVisions Math (3); Analyze data in PLCs (3); MAP Growth Assessments (2); Exact Path (2); Professional Learning Communities (PLC)-Level 2; Progress Monitoring (2).</p>	
<p>Intended Outcomes: <i>Decrease the percentage of students scoring at or below the 40th percentile on MAP Math Growth Assessment</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Learning on PLC+ and Teacher Clarity ● Calendar PLC meetings ● PLC templates used school-wide ● Teachers meet weekly during PLCs to develop improved instructional strategies, and build rigorous common assessments ● PLC meetings will focus on Tier 1 instruction with a focus on unwrapping the standards, Math Framework, SMPs, fluency/numeracy, problem solving strategies, and discourse; Tier II mathematics instruction with appropriate interventions with cohesive materials ● Teachers will use Fastbridge, unit assessments, and MAP data to drive instruction and identify small groups for intervention purposes 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● enVisionsMathematics Common Core Core 2020- 3 ● Exact Path - Edmentum - 3 ● HMH- Into Reading K-5- 4 ● Lexia CORE5 Reading- 1 	



- 95 Phonics Core Program -1
- MAP data
- Fastbridge data
- Amplify Science- 1
- **formative and summative assessment**
- Lesson plans

Challenges to Tackle:

- Receiving PLC training; administration and learning strategists will provide PL during staff meetings and whenever PL is provided.
- Effective PLC template used consistently by staff; administration will monitor usage
- Teacher accountability and consistency in targeted grade level collaboration (all participating daily); administration will monitor and provide feedback

The challenge is time set aside for PLC development when we are targeting the much needed training and time that is vital for new resource implementation/roll out and planning that is still new to staff. This goal will take time to implement effectively and we are still moving forward. Departmental PLC's raise their own set of issues for planning time because they do not have a common prep across all of the SPED/Specialists' departments. SPED department meetings are monthly and follow a SEIF agenda, rather than a PLC format and Specialist meetings are scheduled as needed for now. An improvement of collaboration and targeted needs in this area can be developed.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Language Learners: Increase the use of discourse structures when providing instruction from one discourse strategy from one per lesson to two or more per lesson. Teachers will utilize HMH Into Reading, 95 Core Phonics, enVisions, Amplify Science, and Kagan student engagement and ELL strategies to plan for increased and purposeful discourse. PL will be focused on supporting teachers with engagement strategies and intentional discourse opportunities using a variety of Kagan Structures

Foster/Homeless: Teachers, Learning Strategists, and Counselor collaborate on student instruction and interventions

Free and Reduced Lunch: Teachers, Learning Strategists, and Counselor collaborate on student instruction and interventions

Migrant: N/A

Racial/Ethnic Minorities: Teachers, Learning Strategists, and Counselors collaborate on student instruction and interventions

Students with IEPs: Collaborate with SEIF, Special Education Teachers, General Education Teachers, and Learning Strategists to understand inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	PBIS Tiered Fidelity Inventory	PBIS Tiered Fidelity Inventory	Tiered Fidelity Inventory and Nevada School Climate Survey
	<i>Areas of Strength:</i> On the spring 2024 Panorama Survey, 88% of our students feel they are in supportive relationships with family, friends, and adults at school.		
	<i>Areas for Growth:</i> On the spring 2024 Panorama Survey, 27% of K-5 students were not responding as connected among school peers or adults. As well, Tiered Fidelity Inventory baseline assessment showed vast inconsistencies related to common school-wide expectations, common language, and reward system(s) utilized by staff and students.		
Problem Statement	On the Spring 2024 Panorama Survey, 27% of students still felt they were not connected within the school community. Due to inconsistent use of previous system checkups, a refresh of PBIS structures and common expectations must be implemented. As of now, the Tiered Fidelity Inventory baseline stands at 0% for Spring 2024.		
Critical Root Causes	Inconsistent training and implementation of schoolwide expectations and positive reward systems for student behavior. Inconsistent implementation of student engagement strategies, 1:1 teacher/student rapport building, and schoolwide engagement structures within classrooms. Inconsistent training on de-escalation of behaviors, use of cool down areas in the classroom and proper use of the Shared Space room designed to assist students with self-monitoring skills and strategies while increasing positive choices.		

Part B

Connectedness	
School Goal: Baseline Data: All connectedness question responses from the Spring 2024	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships



<p>grades 3-5 Panorama Survey verified 73% positive connections.</p> <p>Revised Goal: Increase the percent of K-5 students who can verbally articulate, follow, and earn rewards for the schoolwide expectations within the 4 Bee's Matrix, as measured by the PBIS Tiered Fidelity Inventory from 0% to 50% by Fall 2024, to 60% by Winter 2025, to 70% by Spring 2025.</p>	<p>are valued and celebrated.</p>
<p>Improvement Strategy: Teachers and staff will utilize PBIS action lessons to train students on the school-wide behavioral expectations matrix and reward recognition/acknowledgment system implemented.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Multi-Tiered Systems of Support (MTSS) (1); Wraparound Services (4), PBIS (1).</i></p>	
<p>Intended Outcomes:- Increase the number of staff that consistently implement PBIS common behavioral expectations and increase the number of students that can articulate, follow, and earn positive rewards for their appropriate behavior within the school setting.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● The PBIS Team, Administration, and Counselor will provide Professional Development for the entire staff on the PBIS framework.● Administration and the Counselor will present an interactive Behavior Expectation Assembly at the beginning of the year to foundationally set school-wide expectations, rewards, and norms of peer to peer interaction and staff to peer interaction.● The PBIS Team and staff will develop a common behavioral expectation matrix, lesson roll out plans, and student reward/recognition systems.● Teachers will receive targeted Professional Development on De-escalation strategies, rapport building, goal-setting, and Positive Praise Cues to boost student motivation.● Teachers will use restorative practices to address student behavioral incidents.● Teachers and Counselor will create and use cool down areas in the classroom and the Shared Space room to implement SEL strategies. <p>There is a continued need for improved rapport building with apathetic and oppositional students. Across the board, there is a need for improved student motivation and use of incentives and goal setting within classrooms and grade levels. Implementation of strategic student engagement strategies, and school-wide engagement structures that target modeled behavioral expectations need to be refreshed and implemented. The staff will continue training on Tier I expectations, Tier II training on de-escalation strategies and behavioral modification, motivation strategies, and the appropriate use of the Shared Space room. As well, goal setting and Tier II/III data trackers designed to assist students with self-monitoring and the use of cool down strategies will be implemented.</p>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● Counselor	



- Hazel Health referrals
- Teachers
- **Panorama Education Playbook**
- **SEL materials**
- Wrap Around Services
- PBIS.org
- PBISworld.com
- MTSS

Challenges to Tackle:

- Schedule consistent PBIS Team Lead meetings on a monthly basis.
- Provide whole staff Professional Learning during the year along with other required PL in LETRS and Curriculum support.
- Counselor creating a schedule to address all classrooms and specific SEL groups
- Financial, tangible, and time support from the school's PTO for Reward systems and student celebrations.

4th and 5th grade have demonstrated Behavior event severity, but Kindergarten and 1st grade have repeated Behavior incidents from the same students. A review of school-wide expectations and consequences for behavior could be implemented in classrooms or within a school wide assembly. The implementation of school mentors and goals for Tier II and Tier III would help in addition to the "Cool Down" room and spaces within classrooms.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Language Learners: Teachers provide differentiated instructional support as needed. Tutoring before and after school will be provided within expressive and receptive language development practices and online tools. Counselor outreach to support family needs.

Foster/Homeless: Teachers provide differentiated instructional support as needed. Attendance Clerk will work with families to ensure they have support needed and attendance is tracked. Counselor outreach to support family needs.

Free and Reduced Lunch: Teachers provide differentiated instructional support as needed. Counselor outreach to support family needs.

Migrant: N/A

Racial/Ethnic Minorities: Teachers provide differentiated instructional support as needed. Offer tutoring to support students in specific deficit areas. Develop Home-to-School connections with families to support student growth. Invite parents into the school to help partner and support school goals. Counselor outreach to support family needs.

Students with IEPs: SEIF, Special Education Teachers, General Education Teachers, Learning Strategists, CTT, and Counselor to provide support as needed. Teachers provide differentiated instructional support as needed. Offer tutoring to support students in specific deficit areas. Develop



Home-to-School connections with families to support student growth. Invite parents into the school to help partner and support school goals.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$4,393,676.95	Staffing, Professional Learning	All
ELL	\$2112.00	Tutoring, Instructional Materials	All