

Carson City School District

Carson Middle School

2023-2024 School Improvement Plan

Classification: 2 Star School

Distinction Designations:

TSI

ATSI



Vision

Carson Middle School will create a culture of shared responsibility to engage, empower, and inspire successful lifelong learners.

WE BELIEVE

All students and teachers deserve a chance to work and learn in a safe and respectful environment.

All students deserve to be challenged in a way that empowers them to take control of their own learning.

All staff, students, and family members hold stake in the educational process through shared responsibility.

All students are capable of learning.

High expectations for learning are reasonable to ensure academic success.

Every challenge is a learning moment and an opportunity for re-teaching.

Value Statement

Nevada Report Card

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 (Add a link to the school's School Rating Report.)

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2023

Student Success

Student Success Areas of Strength

- *Increased our overall SBAC proficiency in math since 2021-2022*
- *Curriculum and content knowledge among staff*
- *High academic standards among staff*
- *Consistent belief in the importance of student growth among staff*
- *High desire from staff to provide rigorous instruction for all students*

Student Success Areas of Growth

- *Consistent instructional engagement in all classrooms at a high level of rigor*
- *Student reading ability and stamina overall*
- *Students' ability to address problems with grit and perseverance*
- *Rethink the use of technology in the classroom (Chromebooks)*
 1. *Student reading ability and stamina*
 2. *Reading not mandatory*
- *Students' math facts and number sense*
- *ELL Pooled Proficiency for 2023 is below the 2.424% threshold set by the state*

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments. **Critical Root Cause:** Students are not expected to read longer passages or to solve complex problems that require cognitive struggle on a regular basis in the classroom. Instead, they wait for the teacher to help or to guide them through the thinking process. Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.

Problem Statement 2 (Prioritized): The pooled proficiency rate for our EL population, according to the ELA and Mathematics spring 2023 SBAC assessments, was equal to or less than 2.16%. **Critical Root Cause:** English language learners need more opportunities and more exposure to become proficient in the English language, both written and spoken through sheltered instruction in all classrooms.

Problem Statement 3 (Prioritized): English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them. **Critical Root Cause:** Educators, including paraprofessionals, have not consistently received adequate training to know how to best provide support to the

students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- *Staff collaborates in a positive manner on a regular basis.*
- *Staff members are supportive of one another and supportive of members new to the school.*
- *Staff is open to new ideas and eager to learn new strategies.*

Adult Learning Culture Areas of Growth

- *Consistently finding time for professional learning.*
- *Continuous cycle for professional growth.*
- *Teachers learning from teachers through observation and collaboration.*
- *Teachers as instructional leaders.*
- *Having a narrow/specific area of focus*
- *Differentiate professional learning based on individual need of teachers*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning. **Critical Root Cause:** Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar.

Problem Statement 2 (Prioritized): English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them. **Critical Root Cause:** Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.

Connectedness

Connectedness Areas of Strength

SEL survey data shows students feel generally safe and connected to school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We have a high chronic absenteeism rate, 32.7%. Students often show apathy toward academic achievement, involvement in school, and struggle with basic behavior expectations. In addition, many students do not take opportunities to advocate for their learning by asking questions or seeking out assistance when struggling. **Critical Root Cause:** Many students and families are not engaging in the school community due to limited opportunities, lack of school-to-home outreach, lack of understanding that school is mandatory, and students are not finding purpose in school and achievement. What they are learning lacks relevance for them. There is a lack of connection between school and the future for many students.

Priority Problem Statements

Problem Statement 1: Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments.

Critical Root Cause 1: Students are not expected to read longer passages or to solve complex problems that require cognitive struggle on a regular basis in the classroom. Instead, they wait for the teacher to help or to guide them through the thinking process. Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning.

Critical Root Cause 2: Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We have a high chronic absenteeism rate, 32.7%. Students often show apathy toward academic achievement, involvement in school, and struggle with basic behavior expectations. In addition, many students do not take opportunities to advocate for their learning by asking questions or seeking out assistance when struggling.

Critical Root Cause 3: Many students and families are not engaging in the school community due to limited opportunities, lack of school-to-home outreach, lack of understanding that school is mandatory, and students are not finding purpose in school and achievement. What they are learning lacks relevance for them. There is a lack of connection between school and the future for many students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: The pooled proficiency rate for our EL population, according to the ELA and Mathematics spring 2023 SBAC assessments, was equal to or less than 2.16%.

Critical Root Cause 4: English language learners need more opportunities and more exposure to become proficient in the English language, both written and spoken through sheltered instruction in all classrooms.

Problem Statement 4 Areas: Student Success

Problem Statement 5: English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them.

Critical Root Cause 5: Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.

Problem Statement 5 Areas: Adult Learning Culture

Problem Statement 6: English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them.

Critical Root Cause 6: Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.

Problem Statement 6 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Budgets/entitlements and expenditures data
- Study of best practices

Inquiry Areas


Inquiry Area 1: Student Success


School Goal 1: By May, 2024, 60.6% of all students will demonstrate proficiency in ELA or there will be a 10% reduction in non-proficient students (43% proficient) from 2023. By May, 2024, 45.6% of all students will demonstrate proficiency in math or there will be a 10% reduction in non-proficient students (41% proficient) from 2023. By May, 2024, 44% of all 8th grade students will demonstrate proficiency in science, representing 10% reduction in non-proficient students from 2023.






Evaluation Data Sources: SBAC scores, MAP Data (Fall, Winter, Spring), Student Grades Per Quarter, Credit Deficiency Rate, WIDA ACCESS Scores

Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Continue with what we have started, especially with the emphasis of planning and implementing high engagement instructional strategies in the classroom

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: INSTRUCTIONAL PLANNING In order to increase students' needs for cognitive struggle, we will continue to shift our focus on classroom instructional practices to prioritize: * Feedback on critical concepts using proficiency scales over correct answers or grades. * Skills and concepts over content to ensure students are learning at a deeper level and experiencing multiple opportunities to demonstrate and improve skills and concepts in differing contexts. * Mastery over pacing, so that classroom instructional planning focuses on student mastery first and curriculum pacing second. Action Step's Expected Result/Impact: Action Step 1: Instructional leaders will facilitate staff professional learning on standards-based/standards-aligned grading with an emphasis on student growth and grades that reflect growth instead of compliance based on proficiency scales. Action Step 2: Instructional leaders will facilitate professional learning on purposeful instructional planning for desired learning outcomes that evaluates the role and use of digital tools. Action Step 3: CMS Leadership will develop measurable data-points to track progress in aforementioned action steps. Position Responsible: Administration, Curriculum Coordinators, Department Chairs, Teachers Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 2 Details	Reviews			
Improvement Strategy 2: INSTRUCTIONAL ENGAGEMENT In order to increase students' needs for cognitive struggle, we will continue to shift our focus on classroom instructional practices to increase student engagement by prioritizing: *Collaborative learning (NEPF Standard 3), so students have more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion. *Learning activities that require students to work through skills and concepts using multiple modalities and balance the use of technology with more traditional analog processing and output strategies. *The AVID Focused Note-Taking Process over more traditional note-taking so that all students are required to think beyond the content, look for connections that they can relate to, and increase critical thinking and writing fluency. Action Step's Expected Result/Impact: Action Step 1: Instructional leaders will facilitate staff professional learning on the AVID Focused Note-Taking Process with an emphasis on the process. Action Step 2: Instructional leaders will facilitate professional learning on instructional strategies that promote cognitive struggle (Zone of Proximal Development, Costa's Levels of Questioning) and require students to make meaning from content. Action Step 3: Instructional leaders will facilitate professional learning on instructional strategies that support collaborative learning and NEPF Standard Three (Discourse and Meaning-Making). Action Step 4: Instructional leaders will facilitate professional learning on purposeful instructional planning for desired learning outcomes that evaluates the role and use of digital tools. Action Step 5: CMS Leadership will develop measurable data-points to track progress in aforementioned action steps. Position Responsible: Administration, Department Chairs, Teacher Leaders, School Leadership Team Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 3 Details		Reviews			
Improvement Strategy 3: READING FLUENCY AND STAMINA In order to increase students' needs for cognitive struggle, we will continue to shift our focus on classroom instructional practices to increase student reading fluency and stamina by prioritizing: *Independent reading and reading strategies by ensuring that all students are required to read texts of one-page or greater on regular basis and interact with texts using pen, pencil, highlighter, or other non-digital modalities. *Reading Stamina by continuing to cultivate a climate of independent reading throughout the school and including sustained silent reading time in the school day as well as specific reading instruction/strategies in all content areas. *Independent reading, rereading, partner reading, and collaborative reading over listening to text. Action Step's Expected Result/Impact: Action Step 1: Instructional leaders will facilitate professional learning on reading strategies to be implemented in the classroom schoolwide, utilizing AVID WICOR strategies. Action Step 2: Instructional leaders will facilitate professional learning on purposeful instructional planning for desired learning outcomes that evaluates the role and use of digital tools to increase the amount of time students read vs. utilizing technology to read to them. Action Step 3: CMS Leadership will develop measurable data-points to track progress in aforementioned action steps. Position Responsible: Administration, School Leadership Team, Teacher Leaders, Classroom Teachers, Paraprofessionals Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Student Success 1		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

School Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments. Critical Root Cause: Students are not expected to read longer passages or to solve complex problems that require cognitive struggle on a regular basis in the classroom. Instead, they wait for the teacher to help or to guide them through the thinking process. Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.


Inquiry Area 1: Student Success






School Goal 2: By May, 2024, 35.1% of EL students will demonstrate proficiency in ELA, or a 10% reduction in non-proficient current EL students (10 % proficiency) from 2023. By May, 2024, 31.6% of EL students will demonstrate proficiency in math or a 10% reduction in non-proficient EL students (12.52% proficiency) from 2023.

Evaluation Data Sources: SBAC scores, MAP Data (Fall, Winter, Spring), Student Grades Per Quarter, Credit Deficiency Rate, WIDA ACCESS Scores

Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Continue with our strategies classes to support our EL students. Continue with professional development in the area of sheltered instruction.

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: EQUITABLE ACCESS In order to increase students' needs for cognitive struggle, we will continue to shift our focus on classroom instructional practices with respect to ELL, IEP, and struggling learners by prioritizing: The communication of goals and purposes that provide explicit direction for struggling learners by ensuring that all classrooms use Critical Concepts/Learning Targets, Daily Objectives, Key Vocabulary, and Essential Questions daily. Differentiated instructional strategies that benefit all students and provide additional scaffolding for EL learners to ensure access to the same rigor as other non-EL students due to language barriers in the regular classroom. Differentiated instructional strategies that benefit all students and provide additional scaffolding for special education and other struggling learners to ensure access to the same rigor as other general education students. Action Step's Expected Result/Impact: Action Step 1: Instructional leaders will facilitate professional learning on instructional strategies that promote cognitive struggle (Zone of Proximal Development, Costa's Levels of Questioning) and require students to make meaning from content. Action Step 2: Instructional leaders will facilitate professional learning on instructional strategies that support collaborative learning and NEPF Standard Three (Discourse and Meaning-Making). Action Step 3: Instructional leaders will provide professional learning focused on sheltered instruction for EL learners. This will include our paraprofessional staff. ActionStep 4: CMS Leadership will develop measurable data-points to track progress in aforementioned action steps. Position Responsible: Administration, ESL Lead Teacher, Teacher Leaders, School Leadership Team Identify All That Apply: FRL, EL, IEP - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 2 Details		Reviews			
Improvement Strategy 2: SYSTEMIC PLANING AND STRETEGIC SCHEDULING Continue to refine scheduling practices to ensure intervention classes and programs to target students with deficiencies in core math and/or reading skills. Continue to refine scheduling practices to ensure academically and behaviorally heterogeneous classrooms. Continue to refine scheduling practices to create student/teacher teams grouped by Advisory classes. Action Step's Expected Result/Impact: Action Step 1: Master scheduling will be examined and refined to allow for equitable access to advanced classes for all learners as well as intervention and strategy building classes for students identified as needing those courses. Action Step 2: Refine our processes to identify students in need of interventions, strategies, or advanced courses utilizing researched based data sources. Action Step 3: Intervention teachers are trained in and implement APEX Tutorials and Exact Path programs to fill learning gaps with students. Position Responsible: Administration, Counseling, Teacher Leadership Team, ESL Lead Teacher Identify All That Apply: EL - Evidence Level: Strong, Moderate, Promising Problem Statements/Critical Root Causes: Student Success 1, 2		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

School Goal 2 Problem Statements:

Student Success
Problem Statement 1: Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments. Critical Root Cause: Students are not expected to read longer passages or to solve complex problems that require cognitive struggle on a regular basis in the classroom. Instead, they wait for the teacher to help or to guide them through the thinking process. Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.
Problem Statement 2: The pooled proficiency rate for our EL population, according to the ELA and Mathematics spring 2023 SBAC assessments, was equal to ro less than 2.16%. Critical Root Cause: English language learners need more opportunities and more exposure to become proficient in the English language, both written and spoken through sheltered instruction in all classrooms.


Inquiry Area 1: Student Success



School Goal 3: By May, 2024, 33.1% of students with IEPs will demonstrate proficiency in ELA, or a 10% reduction in non-proficient students with IEPs (14.29% proficiency) from 2023. By May, 2024, 30.2% of students with IEPs will demonstrate proficiency in math, or a 10% reduction in non-proficient students with IEPs students (18.78% proficiency) from 2023.

Evaluation Data Sources: SBAC scores, MAP Data (Fall, Winter, Spring), Student Grades Per Quarter, Credit Deficiency Rate, IEP goals

Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Continue to provide professional learning regarding the implementation of accommodations outlined in the IEP as well as reviewing our grading practices.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: EQUITABLE ACCESS In order to increase students' needs for cognitive struggle, we will continue to shift our focus on classroom instructional practices with respect to ELL, IEP, and struggling learners by prioritizing the communication of goals and purposes that provide explicit direction for struggling learners by ensuring that all classrooms use Critical Concepts/Learning Targets, Daily Objectives, Key Vocabulary, and Essential Questions daily and differentiated instructional strategies that benefit all students and provide additional scaffolding for special education and other struggling learners to ensure access to the same rigor as other general education students.</p> <p>Action Step's Expected Result/Impact: Action Step 1: Instructional leaders will facilitate professional learning on instructional strategies that promote cognitive struggle (Zone of Proximal Development, Costa's Levels of Questioning) and require students to make meaning from content.</p> <p>Action Step 2: Instructional leaders will facilitate professional learning on instructional strategies that support collaborative learning and NEPF Standard Three (Discourse and Meaning-Making).</p> <p>Action Step 3: Instructional leaders will provide professional learning scaffolding for learners on IEPs with specific needs. This will include our paraprofessional staff.</p> <p>Action Step 4: Special education instructors will utilize Exact Path to identify learning loss and meet student IEP goals.</p> <p>Action Step 5: CMS Leadership will develop measurable data-points to track progress in aforementioned action steps.</p> <p>Position Responsible: Administration, School Leadership Team, Special Education Teachers, Regular Education Classroom Teachers, Paraprofessionals</p> <p>Identify All That Apply: EL, IEP - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 2 Details		Reviews			
Improvement Strategy 2: SYSTEMIC PLANNING AND STRATEGIC SCHEDULING Continue to refine scheduling practices to ensure intervention classes and programs to target students with deficiencies in core math and/or reading skills, to ensure academically and behaviorally heterogeneous classrooms, and to create student/teacher teams grouped by Advisory classes. Action Step's Expected Result/Impact: Action Step 1: Master scheduling will be examined and refined to allow for equitable access to advanced classes for all learners as well as intervention and strategy building classes for students identified as needing those courses, specifically focusing on the needs of ELL and IEP students. Action Step 2: Refine our processes to identify students in need of interventions, strategies, or advanced courses utilizing researched based data sources, including WIDA ACCESS,, MAP, APEX Tutorials, and Exact Path. Position Responsible: Administration, Counseling, Teacher Leadership Team, Special Education Department Teachers Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong, Promising Problem Statements/Critical Root Causes: Student Success 2, 3		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
Improvement Strategy 3 Details		Reviews			
Improvement Strategy 3: Offer after-school intervention classes, including homework help and math intervention. Action Step's Expected Result/Impact: Action Step 1: Create a schedule for after-school intervention courses. Action Step 2: Work with transportation department to offer transportation home. Action Step 3: Recruit teachers and paraprofessionals to staff the after-school positions. Action Step 4: Create an implementation plan including identification of students and sign-up procedures. Action Step 5: Utilize APEX Tutorials and Exact Path for interventions with after-school students. Position Responsible: Counselors, teachers, administration Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1, 2 Resources and Funding Needed: Teachers, Paraprofessionals - ESSER - \$30,680		Formative			Summative
		Nov	Jan	Mar	June
		N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

School Goal 3 Problem Statements:**Student Success**

Problem Statement 1: Students lack the stamina to engage in rigorous cognitive struggle and sustained reading on a daily basis resulting in less than 50% of students being successful (i.e., demonstrate proficiency or greater) in our current educational system as measured by ELA, math, and science state assessments. **Critical Root Cause:** Students are not expected to read longer passages or to solve complex problems that require cognitive struggle on a regular basis in the classroom. Instead, they wait for the teacher to help or to guide them through the thinking process. Students need more opportunities to solve complex problems and receive instruction on how to identify and work through points of confusion.

Problem Statement 2: The pooled proficiency rate for our EL population, according to the ELA and Mathematics spring 2023 SBAC assessments, was equal to or less than 2.16%. **Critical Root Cause:** English language learners need more opportunities and more exposure to become proficient in the English language, both written and spoken through sheltered instruction in all classrooms.

Problem Statement 3: English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them. **Critical Root Cause:** Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.






Inquiry Area 2: Adult Learning Culture

School Goal 1: In order to facilitate more focused and consistent professional learning by May, 2024, we will prioritize department-based Communities of Practice (CoPs) so that professional learning can be differentiated by department with time for implementation and reflection.

Evaluation Data Sources: CoP dates, CoP attendance, CoP agenda and minutes, professional learning days agendas and training materials, staff attendance

Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Continue with master schedule to allow for common prep by department to allow for continued differentiated professional development.

Improvement Strategy 1 Details		Reviews			
Improvement Strategy 1: * Implement weekly department CoPs led and facilitated by department chairs that focus on student data and curriculum and assessment development. Action Step's Expected Result/Impact: Action Step 1: Schedule specific time in the master schedule to allow for department CoPs to meet weekly. Action Step 2: Provide support to department chairs to lead department specific CoPs. Action Step 3: Include Curriculum Coordinators in the planning and implementation process. Position Responsible: Administration, Department Chairs, School Leadership Team, Curriculum Coordinators, Teachers Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Adult Learning Culture 1		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

School Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning. Critical Root Cause: Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar.






Inquiry Area 2: Adult Learning Culture

School Goal 2: Professional learning opportunities that support Tier-One classroom instructional practices that increase student engagement and cognitive struggle will be implemented at professional learning days throughout the 2023-2024 school year.

Evaluation Data Sources: Professional learning days agendas and training materials, staff attendance, implementation data collection

Summative Evaluation: Significant progress made toward meeting School Goal

Next Year's Recommendation: Continue to assess needs to provide professional development to support Tier-One classroom instructional practices.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Continued focus and follow-through on key strategies that will have a positive effect on the learning experience for all students (specifically SPED and ELL students) and allow teachers to implement, practice, reflect, share, and master.</p> <p>Action Step's Expected Result/Impact: Action Step 1: Identify, develop and support instructional leaders among our talented staff.</p> <p>Action Step 2: Determine key Instructional strategies (AVID) that will be supported, mastered, and used consistently by staff.</p> <p>Action Step 3: Continue to provide professional development focused on schoolwide processes (key instructional strategies) that are known to have a positive effect on student engagement and learning (AVID WICOR strategies, Costa's Levels of Questioning), particularly in the areas of note-taking and reading.</p> <p>Action Step 4: Utilize Professional Learning Days to build on core instructional strategies by providing differentiated, relevant and applicable professional learning that can be immediately applied by teachers.</p> <p>Action Step 5: Provide staff with accessible resources to support professional learning goals.</p> <p>Position Responsible: Administration, Counselors, School Leadership Team, Department Chairs, Teachers</p> <p>Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






School Goal 2 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning. Critical Root Cause: Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar.</p> <p>Problem Statement 2: English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them. Critical Root Cause: Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.</p>

Inquiry Area 2: Adult Learning Culture

School Goal 3: Specific professional learning will be provided for instructional strategies staff are expected to implement and master with a continued focus on the AVID Focused Note-Taking Process, WICOR strategies, sheltered instruction, collaborative learning instructional practices, and reading instruction.

- Evaluation Data Sources:** Professional learning days agendas and training materials, staff attendance at PL days and CoPs
- Summative Evaluation:** Some progress made toward meeting School Goal
- Next Year's Recommendation:** Utilize our AVID coordinator to provide instructional coaching and professional development on AVID WICOR strategies in the classroom.

Improvement Strategy 1 Details		Reviews			
Improvement Strategy 1: We will focus our work on Focused-Note Taking, reading strategies, collaborative learning, proficiency scale development, and PBIS. Action Step's Expected Result/Impact: Action Step 1: Identify staff strengths and plan time for staff members to observe one another. Action Step 2: Identify, develop and support instructional leaders among our talented staff. Action Step 3: Determine key Instructional strategies (AVID) that will be supported, mastered, and used consistently by staff. Action Step 4: Provide weekly time for department CoPs, structured and facilitated by each department chair. Action Step 5: Utilize Professional Learning Days to build on core instructional strategies by providing differentiated, relevant and applicable professional learning that can be immediately applied by teachers. Action Step 6: Provide opportunities for teachers to observe one another in a structured manner and time to reflect on those observations in CoPs. Position Responsible: Administration, School Leadership Team, Department Chairs, Teachers Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate, Has Rationale Problem Statements/Critical Root Causes: Adult Learning Culture 1		Formative			Summative
		Nov	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

School Goal 3 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning. Critical Root Cause: Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar.

Inquiry Area 2: Adult Learning Culture

School Goal 4: Schedule time for teachers to observe one another to broaden their instruction toolkit in February and March, 2024.

- Evaluation Data Sources: Teacher reflections
- Summative Evaluation: Some progress made toward meeting School Goal
- Next Year's Recommendation: Plan for this observation time from earlier in the year.

Improvement Strategy 1 Details	Reviews			
Improvement Strategy 1: Schedule time for teachers to observe one another to improve and refine their own practice. Action Step's Expected Result/Impact: Action Step 1: Provide staff with accessible resources to support professional learning goals. Action Step 2: Provide opportunities for teachers to observe one another in a structured manner and time to reflect on those observations in CoPs. Action Step 3: Develop an observation form for teachers to utilize as a guide as they observe other classrooms. Position Responsible: Administration, School Leadership Team, Teachers Identify All That Apply: FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A	<div><div></div>10%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

School Goal 4 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional learning must be differentiated, relevant and built in to the master calendar to be effective. In addition, professional learning must be focused with follow through, so staff has ample opportunities to internalize new learning. Critical Root Cause: Many initiatives and state mandates take our professional learning time along with a lack of consistent, timely professional development with feedback (follow-through) built-in to the calendar. Problem Statement 2: English language learners and students with IEPs are not always given the opportunity to be independent learners because of all the additional support provided to them. Critical Root Cause: Educators, including paraprofessionals, have not consistently receive adequate training to know how to best provide support to the students without enabling them. This includes ESL paraprofessionals and Special Education paraprofessionals.


Inquiry Area 3: Connectedness


School Goal 1: By June, 2024, we will decrease our Chronic Absenteeism rate to 29.43% or less, representing a minimum of a 10% reduction in the Chronic Absenteeism from 2023 by increasing classroom engagement, increasing absenteeism outreach and education, and implementing PBIS reward points and prizes that can only be earned or redeemed when in attendance.


Evaluation Data Sources: Absenteeism Data (IC), Parent outreach dates, attendance, parent square user data, PBIS data, discipline data - minors and majors (IC),





Summative Evaluation: Some progress made toward meeting School Goal

Next Year's Recommendation: Continue with what we are doing this year as well as find additional ways to connect with families and educate on the importance of attendance.

Improvement Strategy 1 Details	Reviews			
<p>Improvement Strategy 1: Utilize the CMS Behavior Matrix, Behavior Matrix Proficiency Scales, Citizenship grades, reward systems, and teaching/re-teaching opportunities to build the communication, collaboration, and cognition necessary for students to participate fully in all aspects of school.</p> <p>Action Step's Expected Result/Impact: Action Step 1: Fully implement Tier 1 of the MTSS/PBIS with a solid reward system.</p> <p>Action Step 2: Continue our schoolwide SEL curriculum (Character Strong) with consistency and fidelity.</p> <p>Action Step 3: Staff training on the effects of trauma on the developing brain and de-escalation techniques.</p> <p>Action Step 4: Schedule students' core classes with more diversity by utilizing the Cardonex implementation plan to create more even classes.</p> <p>Position Responsible: Administration, Teachers, School Social Worker, Counselors</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: School Social Worker - Other Grants - \$87,500, PBIS Rewards - Other Grants - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 2 Details	Reviews			
<p>Improvement Strategy 2: Increase the connectedness between school and families by reaching out to parents/guardians in a variety of ways and at different times of the day and in home language to accommodate the different schedules of our families. Make sure all families have access to Infinite Campus and Parent Square.</p> <p>Action Step's Expected Result/Impact: Action Step 1: Connect with families by inviting them in for fun and informational events.</p> <p>Action Step 2: Educate students and parents on the importance of regular attendance by showing the correlation between attendance and student achievement and success.</p> <p>Action Step 3: Continue regular, efficient, and effective communication with families via Parent Square.</p> <p>Action Step 4: Implement teacher/parent conferences at the end of the 1st quarter to educate parents about the tools at their disposal for student and teacher communication, credit requirements for middle school, state and district testing results and meanings, and attendance requirements and expectations.</p> <p>Position Responsible: Administration, School Social Worker, Counselors, Teachers</p> <p>Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Connectedness 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Improvement Strategy 3 Details		Reviews			
Improvement Strategy 3: Prioritize instructional practices and professional learning that support student engagement, student advocacy, and teacher-student rapport. Action Step's Expected Result/Impact: Action Step 1: Fully implement Tier 1 of the MTSS/PBIS with a solid reward system. Action Step 2: Continue our schoolwide SEL curriculum (Character Strong) with consistency and fidelity. Action Step 3: Staff training on the effects of trauma on the developing brain and de-escalation techniques, specifically a book study on The School Wellness Wheel. Action Step 4: Schedule students' core classes with more diversity by utilizing the Cardonex implementation plan to create more even classes. Position Responsible: Administration, School Social Worker, Counselors, Teachers Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong, Has Rationale Problem Statements/Critical Root Causes: Connectedness 1 Resources and Funding Needed: The School Wellness Wheel book for all staff - General - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Goal 1 Problem Statements:

Connectedness
Problem Statement 1: We have a high chronic absenteeism rate, 32.7%. Students often show apathy toward academic achievement, involvement in school, and struggle with basic behavior expectations. In addition, many students do not take opportunities to advocate for their learning by asking questions or seeking out assistance when struggling. Critical Root Cause: Many students and families are not engaging in the school community due to limited opportunities, lack of school-to-home outreach, lack of understanding that school is mandatory, and students are not finding purpose in school and achievement. What they are learning lacks relevance for them. There is a lack of connection between school and the future for many students.

School Support Team

Committee Role	Name	Position
Administrator	Amy Robinson	Principal
Administrator	Jeremy Lewis	Vice Principal
Administrator	Tad Williams	Dean of Students
Non-classroom Professional	Shannon Pautler	TOSA Dean
Classroom Teacher	Josh Kolbet	Teacher
Classroom Teacher	Hollie Silva	Teacher
Classroom Teacher	Kacie Matthews	Teacher
Classroom Teacher	Tiffany Rankin	Teacher
Classroom Teacher	Eleanor Whitehead	Teacher
Classroom Teacher	Maria Royce	Teacher
Paraprofessional	Mayra Dyer Velarde	ESL Paraprofessional
Parent	Katie Armstrong	Parent
Student	Alyssa Matthies	Student
Student	Hope Brown	Student
Non-classroom Professional	Deanna LeBlanc	Intervention Teacher
Non-classroom Professional	Jeremy Batten	Counselor
Classroom Teacher	Mark Bacon	ESL Teacher

School Funding Summary

General					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	3	The School Wellness Wheel book for all staff		\$1,500.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$97,000.00
+/- Difference					\$95,500.00
ESSER					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	3	3	Teachers, Paraprofessionals		\$30,680.00
Sub-Total					\$30,680.00
Budgeted Fund Source Amount					\$30,680.00
+/- Difference					\$0.00
Other Grants					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	School Social Worker		\$87,500.00
3	1	1	PBIS Rewards		\$1,000.00
Sub-Total					\$88,500.00
Budgeted Fund Source Amount					\$102,073.00
+/- Difference					\$13,573.00
Grand Total Budgeted					\$229,753.00
Grand Total Spent					\$120,680.00
+/- Difference					\$109,073.00