Washoe County School District

**Bailey Charter Elementary School**

2021-2022 School Performance Plan:

A Roadmap to Success

*Bailey Charter Elementary School has established their school improvement roadmap for the 2021-22 school year.  This school performance plan includes the campus’s goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michelle Engebretson, Principal, for more information.*

**Principal:** Michelle Engebretson

**School Website:** [**https://www.baileycharter.org/**](https://www.baileycharter.org/)

**Email:** [principal@baileycharter.org](mailto:principal@baileycharter.org)

**Phone:** (775) 323-6767 extension 110

# School Information

*This section provides an at-a-glance view of the school’s enrollment and student performance data. For information about Nevada’s Consolidated State Plan, see*[*Every Student Succeeds Act (ESSA)*](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/ESSA_Adv_Group/NevadaSubmittedConsolidatedPlanFinal.pdf)*, and for detailed information about the School and District rating system, see the*[*School Rating Overview*](http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevadas%20School%20Rating%20System.pdf)*.*

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| **Enrollment Data** | | | | | | | | | | | |
|  | **Total** | **Am In/**  **AK Native** | **Asian** | **Hispanic** | **Black** | **White** | **Pacific Islander** | **Two or More Races** | **IEP** | **EL** | **FRL** |
| **School** | 221 | 1.36% | 3.17% | 82.35% | 3.17% | 6.79% | 1.81% | 1.36% | 9.05% | 41.63% | 100% |
| **District** | 61,599 | 1.26% | 4.20% | 41.80% | 2.55% | 42.56% | 1.41% | 6.22% | 14.32% | 14.33% | 47.39% |
| **State** | 496,938 | .82% | 5.44% | 42.69% | 11.45% | 31.36% | 1.46% | 6.78% | 12.68% | 14.13% | 65.80% |

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|  | **Student Performance Data** | | | | | | | | | |
|  |  | **Math** | | | **ELA** | | | **Science** | **ELPA** | |
| **Academic Year** | **School/ District** | **Proficiency** | **Growth**  **(MGP)** | **Growth**  **(AGP)** | **Proficiency** | **Growth**  **(MGP)** | **Growth**  **(AGP)** | **Proficiency** | **Proficiency** | **Growth**  **(AGP)** |
| **2018** | **School** | 27.10 | 57.00 | 34.70 | 16.50 | 46.0 | 27.1 | 0 | 18.60 | 63.40 |
| **District** | 41.60 | 52.00 | 40.00 | 49.30 | 51.00 | 51.00 | 36.90 | 12.00 | 41.90 |
| **2019** | **School** | 32.30 | 53.50 | 37.50 | 23.10 | 56.50 | 40.90 | 0 | 12.60 | 38.00 |
| **District** | 40.80 | 50.00 | 39.00 | 49.30 | 51.00 | 52.00 | 36.40 | 10.70 | 36.20 |
| **2020** | **School** |  |  |  |  |  |  |  | 12.00 | 48.00 |
| **District** |  |  |  |  |  |  |  | 10.00 | 32.00 |
| **2021** | **School** | 0 |  |  | 12.10 |  |  | 0 |  |  |
| **District** | 30.90 |  |  | 43.50 |  |  | 30.60 |  |  |

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# 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.*

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| **Name** | **Role** |
| Michelle Engebretson | **Principal** |
| Brady Clark | **School Counselor** |
| Donna Napoleon, Janet Ratto | **Teachers** |
| Yaqueline Poncio, Baillie Stewart | **Paraprofessionals** |
| Erika Esparza | **Parent** |
| N/A | **Student(s)** *(required for secondary schools)* |
| N/A | **Tribes/Tribal Orgs** *(if present in community)* |
| Sarah O’Connor | **Special Education Case Manager** |
| *\*Add rows as needed* |  |

# School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partner.*

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| **Outreach Event** | **Date and Time** | **Number in Attendance** | **Key Takeaways** |
| Back to School Meetings | 8/3/21 9:00 am  8/5/21 9:00 am | 19 staff  24 staff | Reviewed school calendar  Outlined committee options, including  CI and Leadership teams.  Presented assessment and data collection plans for school year. |
| PLC Meeting | 8/11/21 1:30 pm | 13 staff | Reviewed committee meetings schedules, encouraged staff participation in development of school plan, reviewed survey questions |
| Community Outreach Meeting | 8/12/21 4:00 pm | 3 staff  5 parents | Reviewed school calendar  Presented assessment calendar  Suggestions for family events, will work on family calendar  Families want to continue option to meet virtually when possible due to ongoing COVID concerns.  Virtual conferences and class meetings |
| Family Engagement Meeting | 8/17/21 4:00 pm | 3 staff  0 parents | Low engagement and lack of interest from community, families. Will try other methods of getting interest. Possibly due to delayed start. |
| Family Engagement Meeting | 9/2/21 9:00 am  9/2/21 4:00 pm | 0  2 staff | Will move forward with existing team. |
| Student Performance Review | 9/22/21 2:00 pm | 19 staff  0 parents | Reviewed data from 2020-2021 |

## Inquiry Area 1 - Student Success

### Part A

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| **Student Success** | | | |
|  | **Student Performance** | **Social and Emotional Learning** | **Access to Rigorous Texts and Tasks** |
| **Data Reviewed** | * Spring 2021 SBAC * Proficiency Data, AGP, MGP * ELA, Math (3rd-6th grades) * Science (5th grade) * Spring 2021 WIDA (K-6th grades) * Fall 2021 MAP Reading (1st-3rd grades) * Fall 2021 Brigance (Kindergarten) * Fall 2021 WIDA Screener (Kindergarten) | **2020 Student Climate Survey**  Self-Management of Emotion 44% (-18)  Self-Management of Goals 47% (-10)  Management of Schoolwork 52% (-2)  **2020 Staff Climate Survey**  Social Emotional Learning 86% (+1)  Student Behaviors 87% (-5)  **NV Report Card**  **Favorable Ratings (WCSD score)**  Cultural/Linguistic Competence 363 (358)  Emotional Safety 350 (345)  Relationships 338 (334) | Teacher Framework aggregated results  PLC student data  Walk-thru data  Pacing Guides  Lesson Plans  Curriculum Maps  Standards Progression Charts |
| **Problem Statement** | Student achievement data, review of lesson plans and grading records, and classroom observations indicates a lack of differentiation to sufficiently address non-proficient student needs. | | |
| **Critical Root Causes** | * 2021 school year was a distance-learning model for all students, and poor student participation contributed to learning loss. * All teachers are not using evidence-based common formative and summative assessments based on priority standards and depth of knowledge levels. * All teachers are not following curriculum with fidelity, leading to inconsistent pacing and failure to adequately address key concepts and essential questions. * There is a lack of consistent and data-driven differentiated instruction, as all teachers are not utilizing strategies included in curriculum for intervention, enrichment, and English learners. * Academic Conversations are at a Level 1 or 2; higher level questions are asked of individual students or generically to the classroom, rather than ALL students having equitable access to the conversation. * Teachers need additional training and support to gain a deeper understanding of evidence-based best practices and to develop their pedagogy for providing rigorous instruction for all students. * Teachers must provide challenging and engaging learning opportunities that are evidence-based for all students that maximize engagement and motivate all students to own their learning. | | |

### Part B

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| **Student Success** | |
| **School Goal:**  By the end of the 2020-21 school year, all teachers will implement DOK levels 2 or higher in objectives and aligned activities, will engage all students in differentiated learning, use questioning and discussion techniques to engage all students in learning and use checks for understanding to guide instruction as measured by West Ed protocol and teacher evaluation observation data to increase math and ELA scores by 10% across all grade levels. | **Aligned to Nevada’s STIP Goal:**  Goal 3: All students experience continued academic growth. |
| **Improvement Strategy:** Teachers will encourage students in developing motivation, perseverance, critical thinking skills, and accountability for learning by providing opportunities that promote a growth mindset.  **Evidence Level****3 – Promising** A component that combines self-regulated learning with instruction provides added value for improving outcomes. | |
| **Intended Outcomes:**  Teachers will utilize engagement and differentiated instructional strategies to support rigorous Tier I Instruction so all students will successfully engage in supported grade-level curriculum at their ability level | |
| **Action Steps:**   * Instructional staff will participate in professional development in Depth of Knowledge, Differentiation, Questioning and Discussion Techniques, Student Engagement, and checks for understanding to promote the development of motivation, perseverance, and critical thinking skills. * Professional Development focusing on objectives and teacher clarity- how to write, monitor, and assess using criteria built on each standard. * Lesson plans based on a Depth of Knowledge level 2 or higher Monitor Action Steps and will include defined strategies. * Teachers will effectively scaffold and differentiate their classroom instruction and assessment strategies to support diverse learning needs of every student. * Techers will improve instructional practices using 95 % whole group curriculum and use progress monitoring data to personalize instruction. * Teachers will post Daily Objectives and Essential Questions in daily for ELA, Math, Science and Social Studies, will review daily objectives with students in both written and verbal form, focusing on the learning indicators (key words in objectives) and progress of skills at a DOK 2. * Teachers will collaborate to break down standards and chunk lessons with aligned objectives and essential questions during PLC and team meeting time. * Teachers will make any adjustments to instruction through next steps and determine the next SMART goal for the unit and/or weekly plans. | |
| **Resources Needed:**   * West Ed Protocol * Lesson plans * Professional development | |
| **Challenges to Tackle:**   * Fidelity in the implementation of the adopted curriculum. * Data-based groupings will be limited while the COVID pandemic requires physical distancing, requiring alternative plans to be developed in the PLCs until groups can be consistently implemented or adjusted based on individual student need. | |
| **Improvement Strategy:**  To improve instructional practices school wide, teachers need a clear, shared understanding of lesson plan design to plan rigorous and differentiated learning tasks in alignment with the NVACS to ensure content is being delivered according to the established scope and sequence.  **Evidence Level4 -** **Demonstrates a Rationale**: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades | |
| **Intended Outcomes:** Through year-long planning, all students will have access to continual, sequential, integrated, and cumulative learning. Teachers will be able to pace their presentations of the required curriculum and to ensure that all curriculum objectives are covered so that students are able to demonstrate proficiency on assessments. | |
| * **Action Steps:** * Grade level teams will develop common lesson planning templates in alignment with grade level standards that: * Identify the required general curriculum goals and objectives. * Identify specific benchmarks and performance standards. * Identify how student progress will be measured. * Consider the timing of local, state, and national assessments. * Determine themes for instruction and the applicable objectives that need to be covered within each topic by applying the curriculum guidelines. * Outline topics to be covered within specific time periods (semesters, weeks, etc.). Identify what part of the required curriculum is being covered with individual topics in order to ensure all of the required curriculum will be taught. * Teachers will link weekly lesson plans by scheduled deadline for the following week. * Administration will select at random a lesson plan and review with the leadership team during planning meeting. * PLC teams will review lesson plans bi-weekly and provide peer feedback. | |
| **Resources Needed:**   * Lesson plans feedback document * Lesson plan template | |
| **Challenges to Tackle:**  Teachers’ buy-in to the value of lesson plans and documentation. | |

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| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** |
| English Learners: Use of home language survey for planning and assessment in curriculum documents and instruction. ELLs will be provided EL support in the classroom and through targeted interventions to ensure they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA. PLCs will review formative assessment data to review EL academic progress throughout the school year.  Foster/Homeless: Communication between the counselor, teacher and administrative team. Provide additional resources and supports to the students’ teacher. CIT students will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA (if applicable). PLCs will review formative assessment data to review CIT academic progress throughout the school year.  Free and Reduced Lunch: FRM students will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA (if applicable). PLCs will review formative assessment data to review FRM academic progress throughout the school year.  Migrant: Not applicable – N/A  Racial/Ethnic Minorities: Teachers will review student data in PLCs and disaggregate that data by race/ethnic minority to ensure equitable academic outcomes on formative and summative assessments. All students will receive targeted intervention based on these data. Our school strives to hire staff members that represent the demographics of students:  • Instructional Assistants (4 Spanish-speakers) Title I  • Instructional Assistant (1 Tagalog) ESSER II  • Classroom Teacher (1-Tagalog) General Fund)    Students with IEPs: Students will receive appropriate and data-determined specialized supports with regular progress monitoring to close the achievement gap as measured by SBAC (or NAA), Science CRT (or NAA Science), and ELPA (if applicable). IEPs will be continuously updated to reflect student growth and research-based specialized supports. Special Education staff will be included in planning to ensure each student’s IEP is being followed, with assignments modified and accommodations in place as required to encourage participation of students with different learning needs. |

## Inquiry Area 2 - Adult Learning Culture

### Part A

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| **Adult Learning Culture** | | | |
|  | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed** | * Spring 2021 SBAC * Proficiency Data, AGP, MGP * ELA, Math (3rd-6th grades) * Science (5th grade) * Spring 2021 WIDA (K-6th grades) * Fall 2021 MAP Reading (1st-3rd grades) * Fall 2021 Brigance (Kindergarten) * Fall 2021 WIDA Screener (Kindergarten) | Staff and Student Climate Surveys  The school day is organized to maximize instructional opportunities, with the master schedule structured to facilitate meeting instructional minutes in all content areas. | The contract day is structured to support both preparation time and professional learning for all teachers and staff.  •Daily common planning/prep time for all teachers: 3:15-4:00 p.m.  Monday, Tuesday, Thursday, Friday  180 minutes/3 hours per week  •Weekly collaboration time for Professional development/PLC  1:30-4:00 p.m. Wednesday  150 minutes/2.5 hours per week |
| **Problem Statement** | Tier I instruction is inconsistent school-wide and under-serves IEP, FRL, and EL student priority groups. Collaboration and planning among grade level PLCs have improved but are still in need of improvement. | | |
| **Critical Root Causes** | Most teachers lack knowledge/ expertise in planning and implementing purposeful targeted interventions in Tier 1, 2 and 3 for ESS students.teachers need practice with targeted instructional Tier I practices; targeted feedback on their planning and delivery of those practices; and additional PD in Tier I instructional strategies, in order to address the learning  gaps of all students. 67% of the teaching staff possess 3 years or less instructional experience. Thus, the need for targeted PD in many facets of instruction is deep. Further, maintaining class  size student:teacher ratios at or under current levels (approximated--K-24; 1st-16; 2nd-18; 3rd-19; 4th-25; 5th-25) will support teachers in delivery of the most targeted instruction. In order to  ensure all students' needs are met, in all achievement tiers, the "Ambassador Program" of identifying one student in each tier/quartile, in every class, will serve as planning targets. Lastly,  continued strategic efforts to partner with and collaborate with and provide parents with tools for at-home reinforcement are required to increase Tier I proficiency levels. | | |

### Part B

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| **Adult Learning Culture** | |
| **School Goal:** Through the recursive PLC process, we expect to see growth in student achievement in all academic areas as well as a decline in behavioral/disciplinary issues, especially for students in our priority groups. | **STIP Connection:**  Goal 2: All students have access to effective educators.  Goal 3: All students experience continued academic growth. |
| **Improvement Strategy:**  The school will maintain authentic Professional Learning Communities (PLCs) with the intention of focusing on learning for students, building collaborative culture, and focusing on student achievement. PLCs will focus on essential ideas: what will we plan for, what will we monitor, what questions will we ask, what do we model, how do we allocate time, what do we celebrate, and what do we intentionally confront?  **Evidence Level 4**- **Demonstrates a Rationale:** DuFour and other educational researchers correlate effective implementation of professional learning communities in a school with positive student academic outcomes. | |
| **Intended Outcomes:** Through the recursive PLC process, we expect to see growth in student achievement in all academic areas as well as a decline in behavioral/disciplinary issues, especially for students in our priority groups. | |
| **Action Steps:**   * The school will use a PLC protocol with an effective cycle process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of student data. * Teachers will create data binders for every student and will include multiple points of data (behavior, academic, attendance) and regularly review data and progress on standards. * Teachers will successfully collaborate during PLC, team meetings and content area meetings to review data, lesson plans, and assessment data to align best practices and common expectations for learning. * Professional development will include collaboration between vertical grade levels to more fully understand the standards and learning expectations for students. * Principal will check-in with teachers quarterly during PLC and benchmark data dives to discuss student data binders and student growth. * Data binders will be reviewed with principal prior to parent-teacher conferences, and data shared with parents during conferences. * Administration will review lesson plans for best teaching strategies and differentiation. | |
| **Resources Needed:**   * Professional development materials * Master schedule provides time for all PLCs to meet, including Wednesday early release and during the school day * Scheduled principal visits to each PLC on Outlook calendar * Student data binders | |
| **Challenges to Tackle:**   * Staff absence during scheduled PLC days (Wednesdays, 1:00-4:00 p.m.) * COVID-19 Pandemic continues to interrupt school calendar and collaboration time set aside for instructional staff. | |
| **Improvement Strategy:** Teachers will effectively use data to monitor students’ academic progress and evaluate instructional practices. Students will use their own data to set learning goals.  **Evidence Level 4 -** Demonstrates a Rationale*:* Using Student Achievement Data to Support Instructional Decision Making | |
| **Intended Outcomes:** Through the MTSS process, we expect to see accelerated growth in student achievement in all academic areas, particularly for those students who struggle academically. | |
| **Action Steps:**   * Teachers will thoroughly complete MTSS referrals to identify students failing to make progress in Academics, Behavior, and Attendance. * Teachers will provide detailed, data-informed information about students during MTSS, IAT and Data meetings. * Identify appropriate Tier placement of students in the MTSS process. * Identify appropriate intervention strategies to meet the needs of students in MTSS process. * Continue to collect student data through weekly common assessments and Aimsweb Probes. * Determine next steps following each administration of common assessments. | |
| **Resources Needed:**   * Student data binders. * Instructional support staff to provide small-group interventions. | |
| **Challenges to Tackle:**   * Insufficient staff to support the various levels during intervention blocks. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: ELLs will be provided EL support in the classroom and through targeted interventions to ensure they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA. PLCs will review formative assessment data to review EL academic progress throughout the school year.  Foster/Homeless: CIT students will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA (if applicable). PLCs will review formative assessment data to review CIT academic progress throughout the school year.  Free and Reduced Lunch: FRM students will receive targeted interventions to ensure that they are closing the achievement gap as measured by SBAC, Science CRT, and ELPA (if applicable). PLCs will review formative assessment data to review FRM academic progress throughout the school year.  Migrant: N/A  Racial/Ethnic Minorities: Teachers will review student data in PLCs and disaggregate that data by race/ethnic minority to ensure equitable academic outcomes on formative and summative assessments. All students will receive targeted intervention based on these data.  Students with IEPs: Students with IEPs will receive appropriate and data-determined specialized supports with regular progress monitoring to close the achievement gap as measured by SBAC (or NAA), Science CRT (or NAA Science), and ELPA (if applicable). IEPs will be continuously updated to reflect student growth and research-based specialized support*s.* | |

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## Inquiry Area 3 - Connectedness

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### Part A

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| **Connectedness** | | | |
|  | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed** | School Climate Data  Chronic Absenteeism Data | Family Communication Logs  Attendance Records  School-Home Communication | Parent Teacher Conference Attendance  Family Engagement Agendas, Sign-in Sheets  Title I Family Engagement Plan |
| **Problem Statement** | Attendance data indicates our Chronic Absentee Rate was 27.5% for the 2020-2021 school year, compared to the district rate of 37.3% and State rate of 31.2%. Instruction was delivered through a distance learning model. Our subgroup populations were at 30.0% for IEP and 28.3% ELL.  We are not a neighborhood school which creates a natural disconnect between the school and the community. | | |
| **Critical Root Causes** | * Not all teachers communicate with families on a consistent basis and rely on office staff for all communication. * There is a need to inform families and the community in a timely and consistent manner with multiple modes. * Communication is typically one way (school to home). * There is a need to communicate with our families in Spanish and other languages as needed. | | |

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### Part B

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| **Connectedness** | |
| **School Goal:**  By the end of 2021-22 school year, the culture of our will be supportive and inclusive of all students, staff and families as measured by satisfaction ratings on a school designed Climate and Culture survey for families, students and staff. The chronic absenteeism rate will be reduced by 7.5% (from 27.5% to 20%). | **STIP Connection:**  **Goal 3:** All students experience continued academic growth.  **Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. |
| **Improvement Strategy:** Provide family and community engagement activities to engage families and staff in activities that can be implemented at home. Teachers will build stronger relationships with families through consistent and positive communication.  **Evidence Level****3 – Promising:** Positive correlation between family-school partnerships and children’s behavior and parent-teacher relationships. | |
| **Intended Outcomes:**  Families will play a greater role in the education of their students and partner more closely with teachers and administrators to share information and support student achievement. | |
| **Action Steps:**   * Family & Community Engagement Committee will plan and implement events and activities to facilitate participation. * School will use a monthly calendar of events, social media, newsletters, agendas, folders, and other communication methods to engage families in more out of school opportunities in their preferred language and mode of communication. * Classroom teachers will build relationships with families through increased positive communication and include learning and activities with the classroom. Each class will provide an update in a standard format and include Home–School Connection notes for each content area.   These will be sent home in the school to home folders at least once per week to increase two-way communication.   * School Counselor will host family learning activities based on the SEL curriculum in order to extend the social emotional learning that is taught at school. * Meetings will be scheduled at various times to provide families options that work better with their schedule. Family Engagement staff will provide translation during activities, and support for families with children. | |
| **Resources Needed:**   * Refreshments * Supplies | |
| **Challenges to Tackle:**   * Staff participation * Timely notification of events * Adequate staff coverage for events | |
| **Improvement Strategy:** All staff will participate in professional development regarding addressing and improving student absenteeism.  **Evidence Level3 – Promising:** Positive home-school relationships contribute to an improvement in student’s sense of belonging in school. | |
| **Intended Outcomes:** There will be fewer students identified as “Chronically Absent,” and absenteeism will not be a determining factor for low achievement. | |
| **Action Steps:**   * Classroom teachers will record attendance in a timely manner and maintain accurate attendance records. * Families will receive guidelines to help make decisions on when a child is too ill to attend school and when to return to school after an illness. * Classroom teachers will make personal contact home to check in with students when absent and document communication. If the teacher doesn’t speak the home language, an email or Google Classroom message will be sent, translated through Google Translate, and documented. The call Is not to confirm attendance, but to establish or maintain a personal connect between home and the teacher. * Identify students who are frequently absent/tardy in accordance with the school policy. School Counselor is to make personal contact with parent/guardian regarding multiple absences/tardies, and document in IC attendance tab. * Principal will attempt personal contact but will follow-up with written contact with parent/guardian regarding excessive absences/tardies. | |
| **Resources Needed:**   * Attendance Counts training resources and family handouts. * Attendance Reports from Infinite Campus * Attendance Letters * Time to meet for the counselor and principal | |
| **Challenges to Tackle:**   * Time to communicate and meet with families. * Lack of control over student attendance and contacting families. * Exclusions due to the COVID-19 Pandemic | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: Teachers will build a classroom community that supports, honors, and acknowledges the cultural assets, contributions and needs of all students through authentic activities that invite engagement from all students. All primary classrooms (K-2) have a full-time bilingual instructional assistant to support early learners as they build foundational skills.  Foster/Homeless: Teachers will use inclusive, relationship-centered and culturally responsive practices to create supportive classroom environment. We coordinate necessary services through Children in Transition for families that qualify for support under the McKinney-Vento Act (Title I Parenting, ESSER).  Free and Reduced Lunch: All staff will intentionally foster trusting, interpersonal relationships with students and families. Our school has a Northern Nevada Food Pantry on-site, which is managed by our bilingual Student Services Coordinator (ESSER II). We will be adding a full-size refrigerator freezer to allow us to receive and distribute perishables from the Food Bank (ESSER III). We provide 3 uniforms at no cost to each student on enrollment (ESSER III). Our staff raised over $1,800 in donations from community partners and their own friends and family to provide complete Thanksgiving meals for 50 of our families.  Migrant: N/A for charter schools  Racial/Ethnic Minorities: Our school encourages a broad range of perspectives and experiences of all members of our community, striving to hire staff members that represent the demographics of our families. All communication from our school is provided in the preferred language of the family.   * Family Engagement (2 Spanish -speakers) Title I * Family Support (1 Spanish-speaker) ESSER II * Director of Operations (1-Vietnamese) General Fund.   Students with IEPs: Special Education staff will be included in planning to ensure each student’s IEP is being followed, with assignments modified and accommodations in place as required to encourage participation of students with different learning needs. (Special Education) | |

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## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

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| **Funding Source** | **Amount Received for Current School Year** | **Purpose(s) for which funds are used** | **Applicable Goal(s)** |
| **General Fund State of Nevada** | $1,891,066 | Instruction, Instruction Support ($868,983)  General Administration ($492,5525)  Operations/Maintenance ($149,981)  Food Services ($43,816)  Mortgage ($335,734) | Goals 1, 2, 3, 5, 6 |
| **Special Education** | $106,467 | Special Education Teacher 1.0 ($70,264)  Professional Education Services ($36,203) | Goal 1, 2, 3, 5 |
| **ESSER - GEER I** | $4,234 | Desktop computers ($4,234) | Goals 5 |
| **CRRSA: ESSER II** | $109,644 | Instructional Assistants ($57,817)  Edgenuity Pathblazer ($7,000)  Student Services Coordinator ($44,827) | Goals 1, 2, 3, 5 |
| **CRRSA: ESSER III** | $221,376 | Instructional Assistants- 2.0 ($53,133)  Pathways SEL Curriculum ($6,733)  Computers/iPads ($52,939)  School Counselor ($78,030)  Home Visits ($4,038)  WIDA Professional Development ($11,854)  Web-Based Programs ($12,449)  School Uniforms ($30,127)  Refrigerator/Freezer ($2,200) | Goals 1, 2, 3, 5, 6 |
| **Title I-A School Improvement** | $105,060 | Bilingual Instructional Assistants ($55,251)  Family Engagement Liaisons ($46,725)  Professional Development ($2,054)  Intervention Support ($1,030) | Goals 1, 2, 3, 5, 6 |