



District Name

enCompass Academy

School Performance Plan: A Roadmap to Success

enCompass Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Adam Khan and Toby Wiedenmayer

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Phone: (775) 322-5566

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 15, 2022.



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Adam Khan and Toby Wiedenmayer	Principal(s) <i>(required)</i>
Kristen Boucher, Laure Turner, Max Zeltzer	Other School Administrator(s) <i>(required)</i>
Edna Meza, Ta-Tiana Anderson-Hall, Scott Groach, Jessica Svoboda, Cianna Gransbery, Antony Wilber	Teacher(s) <i>(required)</i>
Naomi Botma	Paraprofessional(s) <i>(required)</i>
Rachel Ragan	Parent(s) <i>(required)</i>
Leah Ragan, Emily Henriquez, Mythias Schwartz, Andre Mancina, Zachary Jackson	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Victoria Velazquez-Smith	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/encompass_academy/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Students love Encompass Academy, and are vested in the program Students feel supported, and loved the staff/faculty of Encompass Academy We have steadily improved our graduation rates, and though there was a slight dip in the 2021-2022 and 2022-2023 school year, the program has continued to work to improve We have maintained our goals for credit attainment, and attendance, and shown growth in these areas over time 	<ul style="list-style-type: none"> Our academic data demonstrates a need for further growth in terms of academic performance. We consistently do not demonstrate high assessment score averages. Our graduation rate, while improving, has still not yet reached the consistent level we would like to see Our student success with dual credit and honors courses could continue to improve (i.e. more students enrolling in courses and higher persistence/pass rate in the courses) Our graduation rate has remained stagnant with the last two graduating classes
<p>Problem Statement: There is a gap between the graduation rate for the state and district, and the graduation rate at enCompass Academy. The graduation rate for the state is 81.72%, and for the district it is 84.36%, while at enCompass our graduation rate has remained stagnant at 67% for the last two years.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Opportunities, such as tutoring and credit reclamation, must be provided both during school and after school. Teachers need the opportunity to plan and work in a supported environment that allows for collaboration. Students need to feel that they belong in school, and that school is a place for them to be successful. 	

Student Success



School Goal: *By November 1, 2024, the school will improve its current graduation rate to 72% by increasing credit attainment (to 88% for the year), ADA (from 85% to 88% for the year).*

Formative Measures:

- Weekly data: credit attainment, attendance.
- ACT and performance
- Graduation rates
- Student work samples, Climate and Culture survey
- Walk-through data reviews (both with AUSL and in house)
- Pacing guides and lesson plans
- Syllabus
- Annual WCSD monitor

Aligned to Nevada’s STIP Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: *Learn Plan Succeed*

Evidence Level: Tier 2 - Moderate Evidence

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

- Continue to develop the freshman mentoring program, whereby an upper-class student is partnered with a freshman and they do something together once a month (i.e. have a pizza lunch, play board games, etc.)
- Modify the flexible modular schedule, using new time structures for the learning lab.
- Refine the learning lab expectations comprehensive document.
- Identify the targets for credit reclamation and tutoring, and where/when these programs will be offered both during the school day and after the school day.
- Create student facing document for the Learn Plan Succeed portion of the Portrait of a Graduate, and use flex time to support students.
- Work on soft skill development as outlined in the Portrait of a Graduate during flexible time.

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

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

Data Coach, School Counselor



- *Budget for teacher and additional staff members to support optional programming.*
- *Hiring of additional staff.*
- *Examples of other similar programs (i.e. Legacy Schools, What Works Clearinghouse)*
- *Time to develop and refine the goals of the program.*
- *Attendance monitoring system update. (Collaboration with WCSD Student Accounting).*

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

- *Implementation Challenge:* Hiring of qualified staff members.
- *Potential Solution:* Use of current staff members in new roles, collaboration with Boys and Girls Club.
- *Implementation Challenge:* Onboarding of all staff, and staff buy-in to the system.
- *Potential Solution:* Use of PLC time, with more senior staff members sharing strategies and training.
- *Implementation Challenge:* Financial considerations of hiring outside personnel for positions, especially because current staff members may find it difficult to work additional hours.
- *Potential Solution:* Use of ESSER grant funding to bring in retired instructors.

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

- ESSER II and III funding
- Title I funding
- General Fund
- Grant funding (Redfield Foundation Support)



Improvement Strategy: *Academy of Urban School Leadership (AUSL)*

Evidence Level: Tier 2 – Moderate Evidence

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

- *Provide targeted time in the learning lab to work on ACT preparation, and evaluate progress on student achievement.*
- *Continue to improve the pacing guides with support from the AUSL instructional coach.*
- *Incorporate more school-wide forums that celebrate student successes, and use incentives to encourage improvement.*
- *Discuss weekly data points with the support of the data coach, including credit attainment and attendance, and monitor student success during weekly staff meeting.*
- *Evaluate current data gathering systems, and determine new indicators, including qualitative measures*
- *Evaluate current walk-through form and refocus to identify traits of academic rigor (i.e. use of Hess Rigor Matrix, Achieve the Core IPGs).*
- *Share the new rubric with all staff/faculty to receive feedback.*
- *Use new rubric when performing observation-feedback cycle once per month.*
- *Evaluate trends in classroom instruction to determine what professional development is most necessary.*

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

- *Time and capacity of administration, as well as time to disseminate and evaluate with staff.*
- *Model rubrics.*
- *Data coach.*
- *Continued funding for data coach*

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

- *Implementation Challenge:* Setting and following a specific growth calendar that includes specific dates for observations.
- *Potential Solution:* Use the support of other personnel to stay on track with the calendar.

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

Data Coach, Administrator



- *Implementation Challenge:* Setting aside time for follow-ups to observations.
- *Potential Solution:* Developing a 15-minute meeting protocol for follow-up discussions.
- *Implementation Challenge:* Training staff to use a tool to evaluate each other in a judgement-free manner.
- *Potential Solution:* Sharing the tool in a staff PLC, and allowing the staff to help develop the language of the tool.

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

- AB 495 funding
- General Fund
- Grant funding (Redfield Foundation Support)

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge:* Access testing was not completed last school year due to the testing coordinator being ill with Covid-19, and snow days on the last two days of the testing window. In the three years prior, however, WIDA performance has not improved with an average of 2.7 in the 2021-2022 school year.
- *Support:* Use of the individualized learning plan to support students. Additional personnel on staff who speak Spanish fluently.

Foster/Homeless:

- *Challenge:* Increase of students in the past school year; consistently around 10% or higher.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- *Support:* Supportive community organizations to help to provide basic need supports (i.e. food, transportation, clothing). Mental health provider and school counselor on staff.

Free and Reduced Lunch:

- *Challenge:* No major identifiable challenges for this group.
- *Support:* NA

Migrant:

- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* No major identifiable challenges for this group.
- *Support:* NA

Students with IEPs:

- *Challenge:* Students with IEPs account for 25% of our student population; in 2022-2023, 40% of the students with IEPs didn't graduate with a standard diploma.
- *Support:* Student case manager, mental health personnel, school counselor, special education paraprofessional are all available to support students.

Add other student groups as needed.

- *Challenge:* All students are high need.
- *Support:* Flex mod schedule/supportive schedule to ensure students receive additional support in subject areas; weekly credit attainment/grades/attendance/behavior monitoring; student-led conferences and individual learning plan development; support through mental health professional on site; restorative practices (weekly circles with school counselor and mental health professional); supportive relationships with local organizations (Project 150, Community Services Agency, Paws for Love, Boys and Girls Club, etc.); after school programming (athletics, clubs, Boys and Girls Club); credit recovery; team collaboration for individual students to include social workers/case workers and instructional staff; 1:1 devices and hotspots as necessary.



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Our instructors are self-driven, and are secure in their ability to run their classrooms with minimal behavioral issues. Our instructors are supported by other instructors outside of their content area. As such, while they have great vertical alignment, their horizontal alignment doesn't exist (there is no one to compare with and to ask questions of.) Our staff gets along with each other well, and has respect for each other. We have a structure in place to meet as a team once per week, and have support from both WCSD and AUSL to help us to improve our practices. 	<ul style="list-style-type: none"> Our administration, like all staff, wears multiple hats and can be pulled in multiple directions. As such, they are not always providing consistent teacher feedback. Our staff does not consistently complete lesson plans; however, they do complete pacing guides. Consistency of objectives on the board, or tangible look-fors, do not occur across all classrooms in a standard way.
<p>Problem Statement: Instructors and administration have not been able to secure a consistent schedule for observations internally. Buy-in on initiatives and school goals has suffered because of the necessity of all staff/faculty to wear multiple hats.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Lack of personnel with new challenging initiatives has caused all personnel to be spread thin in a post-Covid era. Feedback is not occurring on a regular basis due to all personnel wearing multiple hats, then needing time to recuperate. New schedule caused difficulty in terms of monitoring students, and it caused staff/faculty/admin to not get together regularly. 	

Adult Learning Culture	
<p>School Goal: <i>By November 1, 2024, enCompass Academy will continue to provide professional development to focus on student engagement from freshman year through senior year and will identify clear expectations for all grade levels based upon the Portrait of a Graduate profile (see the Learn Plan Succeed graduate profile) as evidenced by weekly PLC meeting agendas, student engagement focused walk-through data. enCompass administration will follow its professional growth calendar and will complete walk-</i></p>	<p>Aligned to Nevada's STIP Goal:</p> <p style="text-align: center;"> <input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2 <input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4 </p>



through observations and observation feedback cycles on a monthly basis (the walk-throughs can also be provided by other teachers within the building, and the administration will schedule these opportunities using its flexible schedule model) as measured by walk-through samples and staff/faculty surveys.

STIP Goal 5 STIP Goal 6

Formative Measures:

- Professional growth calendar
- PLC presentations/Google Classroom
- Portrait of a Graduate/Learn Plan Succeed for students
- Pacing guides/lesson plans
- Faculty walk-through data
- AUSL reflections
- Culture and climate survey (2021, 2022)
- Anecdotal reflections by instructors/initial survey
- Professional growth calendar
- AUSL relationship
- Dean of data/culture
- Weekly PLC meetings with all staff



Improvement Strategy: *Refine the professional learning calendar for the school year, and follow the calendar with fidelity. Have set observation dates, and include observations that are completed by more than just the principal (other staff can observe, other administrators). Set the calendar at the start of the year. Use the specific rubrics developed by content area and with the use of the core instructional practice guide (IPG) to evaluate instruction. The IPGs selected focus on rigor, and the need to put the academic/cognitive load on students.*

Evidence Level: Tier 2 - Moderate Evidence

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

- *Revisit the professional development calendar from last year, and set a professional development calendar for 23-24 with set dates to complete observations.*
- *On a quarterly basis, provide an instructor self-reflection on the content quality and rigor to use as a guide for the observation.*
- *Provide instructors with the opportunity to receive training specific to their content area through content specific conventions and/or trainings.*
- *Use the support of AUSL to help with onboarding and monitoring new staff members.*
- *Meet with instructors to ensure they are aware that they will be monitored more frequently.*
- *Extension from previous: go over rubrics and how to monitor using rubrics with staff.*
- *Extend opportunities for teachers to sign up for specific observation dates.*
- *Set times during Friday PLC for follow-up on observations.*
- *Refine Friday PLC meeting agenda to include observation feedback.*

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

- *Time and capacity: ability to follow through.*
- *Access to rubrics to evaluate academic rigor (i.e. Achieve the Core IPGs, What Works Clearinghouse, Hess Rigor Matrix).*
- *Funding for individual training in specific content areas*

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

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



- *Implementation Challenge:* Time and capacity; ability to follow through on the calendar using the resources developed.
- *Potential Solution:* The PLC time on Fridays needs to be tailored to allow for observation opportunities, in addition to opportunities to evaluate student work samples.
- *Implementation Challenge:* Teacher buy-in.
- *Potential Solution:* Use of the lead teachers to lead and direct as opposed to the administration.

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

- Title I
- General Fund
- Title 1003a

Improvement Strategy: *Instructor access to observation of other teachers within the same content area, observation of other teachers, and participation/collaboration with content specific groups (i.e. WCSD lead teachers, professional communities, etc.) to improve content specific instruction.*

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

Evidence Level: Tier 2 - Moderate Evidence

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

- *Evaluate internal schedule to allow instructors to pick specific times to conduct observations, add to professional growth calendar.*
- *With the support of AUSL, staff members can work with the instructional coach or with other school leaders/coaches/instructors from outside the area to discuss best practice.*
- *Identify if instructors can use their Friday PLC time to observe other instructors throughout WCSD specific to their content.*
- *Contact WCSD curriculum office to determine the time and location of monthly department lead meetings.*
- *Encourage faculty to attend meetings, or join a professional learning community (i.e. professional association, etc.)*



- *Continue to work with AUSL to observe other schools and instructors, and to collaborate on best practice for specific content areas.*
- *Incentivize participation in professional learning for staff/faculty.*
- *Provide the opportunity for staff/faculty to attend content specific conferences.*

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

- *Support of WCSD: openness to observe other classrooms, professional learning offered.*
- *Incentives for instructors based on their preferences.*
- *Time and capacity during Friday PLC.*
- *Continued funding to work with AUSL (Title 1003a)*

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

- *Implementation Challenge:* Instructor buy-in.
- *Potential Solution:* Use of Fridays for staff/faculty to observe other instructors.
- *Implementation Challenge:* Time and capacity: often instructors are supporting the school outside of school hours by supporting extracurriculars or credit recovery making it difficult to attend meetings.
- *Potential Solution:* Sharing of duties so that instructors can take time to attend other valid training opportunities.

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

- Title I
- General Fund
- Title 1003a

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

**English Learners**

- *Challenge:* Lack of an ESL endorsed instructor for students may be causing the lack of increase in WIDA scores (2.7 average in 2021-22).
- *Support:* With the small population, our support personnel include a special education case manager, counselor, mental health provider, and four bi-lingual instructors. We also provide the general supports listed below.

Foster/Homeless:

- *Challenge:* None noted at this time.
- *Support:* NA

Free and Reduced Lunch:

- *Challenge:* None noted at this time.
- *Support:* NA

Migrant:

- *Challenge:* None noted at this time.
- *Support:* NA

Racial/Ethnic Groups:

- *Challenge:* None noted at this time.
- *Support:* NA

Students with IEPs:

- *Challenge:* Our special education case manager no longer receives the same level of support from WCSD, and there have been several updates to the processes with special education for the District.
- *Support:* Our students receive the support of a special education case manager, paraprofessional, as well as a school counselor and a mental health provider.

Add other student groups as needed.

- *Challenge:* All students are high need.
- *Support:* Flex mod schedule/supportive schedule to ensure students receive additional support in subject areas; weekly credit attainment/grades/attendance/behavior monitoring; student-led conferences and individual learning plan development; support through mental health professional on site; restorative practices (weekly circles with school counselor and mental health professional); supportive relationships with local organizations (Project 150, Community Services Agency, Paws for Love, Boys and Girls Club, etc.); after school programming (athletics, clubs, Boys and Girls Club); credit recovery; team collaboration for individual students to include social workers/case workers and instructional staff; 1:1 devices and hotspots as necessary.



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Approximately 50% of our parents come to events; we have 90-100% participation with ample notice for mandatory events. ● Students wish to be involved in the school in different ways (i.e. through extracurriculars, clubs, athletics, etc.). ● 39% of students are participating in extracurricular activities 	<ul style="list-style-type: none"> ● Some parents feel that we are not contacting them on a regular basis with regard to the progress of their student. ● Parent connectivity/involvement throughout their student's experience. This is as much a product of our teaching staff's preconceptions as it is related to our students' parents' desires to be involved. ● There are not enough events for parents and guardians to attend and feel confident in being the important part of their student's progress the school knows them to be. ● School Board is not as active as it could be to support community and family engagement.
<p>Problem Statement: 39% of students at enCompass participate in extracurricular clubs and activities, or held jobs outside of school. The school hosted 5 events last school year, with approximately 1/3 of students/families participating at each event.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● Ability to staff a variety of extracurricular activities is difficult, and our students don't always participate without our staff/faculty involvement. Communication needs to occur on a more consistent basis, and in the students' native tongues. Events need to be scheduled regularly, and with the needs of the families in mind. 	

Connectedness	
<p>School Goal: <i>By November 1, 2024, 65% of enCompass Academy students will be involved in extracurricular clubs and activities. The school will host one family event per quarter (parent college training, family</i></p>	<p>Aligned to Nevada's STIP Goal:</p> <p style="text-align: center;"> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 </p>



dinners, awards ceremonies, special film screenings, and/or holiday celebrations), and will work towards hosting two family events per quarter.

Formative Measures:

- Climate and culture survey
- Anecdotal discussions
- Leadership team reviews
- Climate and culture survey
- Weekly PLC discussions
- Anecdotal discussions with families during: mandatory orientation, athletics meeting, Dia de los Muertos, Family Dinners, special events such as graduation dinner and the athletics banquet.
- Communication with parent representative.
- Organizational partnerships.

- STIP Goal 3 STIP Goal 4
- STIP Goal 5 STIP Goal 6

Improvement Strategy: *Develop a school communication plan and yearlong activities calendar. The communication plan will include and outline of how the school will communicate important, ongoing information to key stakeholders including students, parents, and community members.*

Evidence Level: Tier 1 - Strong Evidence

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

- *Evaluate current communication plan for effectiveness.*
- *Look at communication plan templates. Identify pertinent stakeholders, and determine how to address.*
- *Ensure that documents are available in student native tongues (i.e. Spanish), and that there is a process to ensure all families are able to receive school information.*
- *Identify a point person for activities to aid in the development of a calendar, and be a crucial member of the communication plan development.*
- *Develop a list of stakeholders, and current contact information for communication plan.*

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

School Counselor, Mental Health Professional, and Athletic Director



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

- *Point person for communication and activities calendar.*
- *Financial resources to pay for this person.*
- *Translation services/plan for translation.*
- *Access to successful communication plans to review.*
- *Time and capacity.*

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

- *Implementation Challenge: Financial resources.*
- *Potential Solution: Wherever possible, provide the support from in-house with individuals who are bi-lingual. Consider aligning with WCSD for support with translating documents.*
- *Implementation Challenge: Time and Capacity*
- *Potential Solution: Identify a point person who will take charge, and allot this individual with time to craft a plan.*
- *Implementation Challenge: Stakeholder buy-in.*
- *Potential Solution: Provide all stakeholders, including instructors, with an opportunity to share their ideas regarding communication. Use brainstormed thoughts as the basis of the plan.*

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

- *General Fund*



Improvement Strategy: *Family Engagement/SEL*

Evidence Level: Tier 2 – Moderate Evidence

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

- *Create family and student buy-in to participate in extracurricular activities from the individual learning plan to orientation.*
- *Develop a list of preferred student activities (list and description) based upon the student population and willingness of staff/faculty and/or parents to get involved.*
- *Develop an activities calendar that outlines all yearly activities that students can participate in.*
- *Amend Portrait of a Graduate/Learn Plan Succeed plan to include participation of all students in at least one extracurricular activity per school year.*
- *Develop a protocol, and team lead, for monitoring student participation in an extracurricular.*
- *Communicate the expectation throughout student experience.*
- *Add opportunities for reward/incentives for participation that includes families.*
- *Determine four quality family experiences for the school year that will be advertised. Experiences will occur on a quarterly basis.*
- *Evaluate the engagement of students, parents, and families in these experiences.*

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

- *Time and capacity to develop protocols and calendars.*
- *Space designated for events.*
- *Financial resources for events and activities.*
- *Rewards/incentives for participation.*

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

- *Implementation Challenge:* Impaired culture of endurance of enCompass students and the ability to see commitments through without support of enCompass staff/faculty.
- *Potential Solution:* Use of student contract, and parent meeting, prior to athletic and club commitments that require perseverance.

Lead: *Who is responsible for implementing this strategy?*
School Counselor, Mental Health Professional, and Athletic Director



- *Implementation Challenge:* Hiring of staff members outside of the school that will motivate students.
- *Potential Solution:* Collaboration with local organizations, and use of individuals with a familiarity with our students. Hiring an athletic director that works full time with students.
- *Implementation Challenge:* Fundraising.
- *Potential Solution:* Use of grant funding and organizations that will help to provide materials for students. Charging at events.

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

- General fund.
- ESSER II and III (tutoring/credit reclamation)
- Title I (tutoring/credit reclamation)

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

English Learners

- *Challenge:* Families are not always receiving the messages from the school in their native tongue.
- *Support:* Translating services are available, and ability to use the school messenger software to translate emails and text messages can also be used. Phone calls should be made in students' native tongues.

Foster/Homeless:

- *Challenge:* Students are not always living in the same location, and contacting students and families can become difficult due to the transient nature.
- *Support:* Wherever possible, ensure that the school has the phone number/contact information for the student. Students have a 1:1 device, and can also have a wireless hot spot.

Free and Reduced Lunch:



- *Challenge:* Students are not always living in the same location, and contacting students and families can become difficult due to the transient nature.
- *Support:* Wherever possible, ensure that the school has the phone number/contact information for the student. Students have a 1:1 device, and can also have a wireless hot spot.

Migrant:

- Challenge: None noted at this time
- Support: NA

Racial/Ethnic Groups:

- Challenge: None noted at this time
- Support: NA

Students with IEPs:

- Challenge: None noted at this time
- Support: NA

Add other student groups as needed.

- *Challenge:* All students are high need.
- *Support:* Flex mod schedule/supportive schedule to ensure students receive additional support in subject areas; weekly credit attainment/grades/attendance/behavior monitoring; student-led conferences and individual learning plan development; support through mental health professional on site; restorative practices (weekly circles with school counselor and mental health professional); supportive relationships with local organizations (Project 150, Community Services Agency, Paws for Love, Boys and Girls Club, etc.); after school programming (athletics, clubs, Boys and Girls Club); credit recovery; team collaboration for individual students to include social workers/case workers and instructional staff; 1:1 devices and hotspots as necessary.

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
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Mandatory Orientation	8/17/23 & 8/18/23	<ul style="list-style-type: none">● 98% of students came to the mandatory orientation with a member of their family● Students and families were excited to start the school year off, and are excited to be a part of the community● Students and families were excited about school leadership
Family Dinner Night (first quarter)	9/14/23	<ul style="list-style-type: none">● 115 individuals attended family dinner night, including 31 students with guests● Parents enjoyed the opportunity to meet and spend time with the teachers and their families in an informal way