White Pine County School District

**Lund Secondary School**

2021-2022 School Performance Plan:

A Roadmap to Success

*Lund 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 Tim Moser for more information.*

**Principal:** Tim Moser

**School Website: https://lund.whitepine.k12.nv.us/**

**Email:** tim.moser@wpcnvadmin.com

**Phone:** 775-238-5200, ext. 6102

# 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)*.*

| **Enrollment Data** | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Total** | **Am In/**  **AK Native** | **Asian** | **Hispanic** | **Black** | **White** | **Pacific Islander** | **Two or More Races** | **IEP** | **EL** | **FRL** |
| **School** | 53 | N/A | N/A | 9.43% | N/A | 88.68% | N/A | 1.89% | 9.43% | N/A | 100% |
| **District** | 1213 | 3.71% | 0.16% | 18.88% | 1.07% | 70.32% | 0.16% | 5.69% | 16.65% | 1.98% | 74.61% |
| **State** | 481,345 | 0.82% | 5.51% | 43.44% | 11.76% | 29.97% | 1.48% | 7.03% | 12.41% | 13.37% | 73.15% |

|  | **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)** |
| **2017-18** | **School** | 40.91% | N/A | N/A | 40.91% | N/A | N/A | 57.1 | N/A | N/A |
| **District** | 27.85% | N/A | N/A | 42.47% | N/A | N/A | 51.4% | 25.0% | N/A |
| **2018-19** | **School** | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| **District** | 19.6% | 46.5% | 22.6% | 29.7% | 47.0% | 33.1% | 35.7% | N/A | 11.1 |
| **2020-21** | **School** | 57.1% | N/A | N/A | 57.1% | N/A | N/A | N/A | N/A | N/A |
| **District** | 19.8% | N/A | N/A | 24% | N/A | N/A | 9.6% | N/A | N/A |

| | **4 Year ACGR** | | | | | --- | --- | --- | --- | |  | **Grad Rate 2017-2018** | **Grad Rate 2018-2019** | **Grad Rate 2019-2020** | | **School** | 100% | 100% | 100% | | **District** | 69.9% | 66.8% | 82.8% | | | **School Climate Data** | | | | | --- | --- | --- | --- | |  | **Cultural & Linguistic Competence** | **Relationships** | **Emotional Safety** | | **School** | 403 | 373 | 364 | | **District** | 339 | 332 | 315 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

# 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.*

| **Name** | **Role** |
| --- | --- |
| [Timothy (Tim) Moser](mailto:tim.moser@wpcnvadmin.com) | **Principal/Parent** |
| [VIVIAN FARNSWORTH](mailto:vivian.farnsworth@wpcnvadmin.com) | **SPED** |
| [HEATHER SABAITIS](mailto:heather.sabaitis@wpcnvadmin.com) | **Teacher/Parent** |
| [SHELLY JOHNSON](mailto:shelly.johnson@wpcnvadmin.com) | **Teacher** |
| [MARK DOLEZAL](mailto:mark.dolezal@wpcnvadmin.com) | **Teacher** |
| [Catherine Dahl](mailto:catherine.dahl@wpcnvadmin.com) | **Teacher/Parent** |
| [Lisa Harris](mailto:lisa.harris@wpcnvadmin.com) | **Paraprofessional** |
| [Connie Peacock](mailto:connie.peacock@wpcnvadmin.com) | **Paraprofessional** |
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# School Community Outreach

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

| **Outreach Event** | **Date and Time** | **Number in Attendance** | **Key Takeaways** |
| --- | --- | --- | --- |
| CIP Leadership Meeting | 08/24/2021 | 7 | Introduced CIP Beta Process and sought staff participation. |
| LUND Staff Meeting | 09/14/2021 | 7 | Shared 2020-21 SBAC Data and most recent School Climate Survey Data |
| LUND PTO Meeting | 09/?/2021 | 6 | Shared most recent data and sought parent student participation in CIP Beta Process. |
| LUND Staff Meeting | 10/05/2021 | 7 | Shared current MAPS data and set SMART goals for this year. |
| LUND PTO Meeting | 10/?/2021 | 5 | Community Outreach with no new attendance from community partners. Will move forward with CIP process. |

# School Goals

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

## Inquiry Area 1 - Student Success

### Part A

| **Student Success** | | | |
| --- | --- | --- | --- |
|  | **Student Performance** | **Social and Emotional Learning** | **Access to Rigorous Texts and Tasks** |
| **Data Reviewed** | SBAC Data  17-18 Middle Math 40.91% Proficient  Middle ELA 40.91% Proficient  Middle Science 57.1% Proficient  High Math 8.82% Proficient  High ELA 35.29% Proficient  High Science N/A  18-19 Middle Math 14.5% Proficient  Middle ELA 27.1% Proficient  Middle Science 11% Proficient  High Math 14.1 % Proficient  High ELA 42.7% Proficient  High Science N/A  20-21 Middle Math 21.7% Proficient  Middle ELA 26% Proficient  Middle Science 14% Proficient  High Math 57.1% Proficient  High ELA 57.1% Proficient  High Science N/A  MAP Data  S2021 Math - 6th 13%, 7th 55%, 8th 57%  ELA - 6th 63%, 7th 55%, 8th 71%  Sci. - 6th 29%, 7th 55%, 8th 86%  F2021 Math - 6th 63%, 7th 38%, 8th 72%  ELA - 6th 54%, 7th 26%, 8th 72%  Sci. - 6th 54%, 7th 63%, 8th n/a  F2021 High Math 9th 86% 10th 70% | School Climate Survey  Fall 2019  Cultural & Linguistic Comp. 333  Relationships 319  Emotional Safety 304  Spring 2021  H.S. Cultural & Linguistic Comp. 394  H.S. Relationships 360  H.S. Emotional Safety 349  M.S. Cultural & Linguistic Comp. 376  M.S. Relationships 329  M.S. Emotional Safety 339  SEL Impact Statement Data  Quarter #1  H.S. Students respect one another 78% agree  M.S. Students respect one another 67% agree | Administration observations of materials and practices through informal and formal classroom evaluations for the Nevada Education Performance Framework. |
| **Problem Statement** | The last three years of measured SBAC data indicate that students in grades 6-8 at Lund School are averaging less than 50% meeting or exceeding standards in the three tested areas of Math, English Language Arts and Science. High School is slightly better than 50% in the last year but lower than 20% proficient in the previous two years. Math is an area of critical need with averages of less than 25% over the last three years of data, however, growth is needed in all tested areas. | | |
| **Critical Root Causes** | Root causes that were found to contribute to the trends observed in the ACT data  -math curriculum disfunction, multiple models with no consistency  -lack of supplies for the curriculum | | |

### Part B

| **Student Success** | |
| --- | --- |
| **School Goal:** Our goal is to measure 58% of students receiving a 22 or above on the ACT math exam by the year 2023 | **Aligned to Nevada’s STIP Goal:** Lund School’s Student Success goals align with Nevada’s STIP Goal 3 of all students experiencing continued academic growth. These goals align with the White Pine County School District Performance Plan Goal 1 for Core Academic Achievement and Growth. |
| **Improvement Strategy:** Lund School teachers will provide high quality Tier I instruction in the core subjects of English Language Arts, Math, Science and Social Studies with high quality instructors. Teachers and students will progress monitor their learning with the use of teacher and student data trackers. Teachers will plan their instruction according to this data determining what student needs are to be met.  **Evidence Level:** Florida Center for Reading Research scores high quality, committed instructors providing Tier I instruction with an evidence level of 1 for Strong. Progress Monitoring has a moderate evidence level for improving student achievement. | |
| **Intended Outcomes:**  Students working in classrooms providing high quality instruction in the core instructional areas of English Language Arts, Math, Science and Social Studies will show 4-5 points growth as measured by the MAP assessment for Reading, Math and Science during the Winter and Spring 2021-22 administrations as compared to the Fall 2021-22 administration of these core assessments. | |
| **Action Steps:**   * Lund School will attend district provided math professional development. Oct. 1, Nov 19, Jan 28, March 18 * During parent teacher conference; encourage parents to require students to do ALEKS or Math facts 15 minutes * Administration will utilize the Nevada Education Performance Framework for teacher evaluation to provide continual instructional leadership to the teaching staff to improve Tier I instruction. * Data trackers created and updated on a continual basis for both teachers and students. * Teams will conduct frequent data reviews. | |
| **Resources Needed:**   * PLC agendas and minutes prepared by collaborative team leaders. * Instructional materials and supplies provided through the general budget for use in classrooms. * Curriculum and instructional guides aligned to Nevada State Standards for instructional planning. | |
| **Challenges to Tackle:**   * Students with learning gaps and addressing them in the regular classroom. * Implementation consistency. * Behaviors that disrupt classroom learning. * Consistency of student attendance during the pandemic. | |
| **Improvement Strategy:** All students will be enrolled in a daily intervention period for 18 minutes to address needs in Reading and Math. Instructors will use ALEKS to close gaps for struggling mathematicians as well as enrich math for students at or above grade level.  **Evidence Level***:* Educator Practice Guides published on the What Works Clearinghouse indicate an evidence level of 1 for Strong for a Systematic Intervention Program. There is no evidence currently under What Works Clearinghouse for ALEKS as a math support. ALEKS is an intervention program provided through the Illustrative Mathematics program. This program meets expectations for alignment and usability according to EdReports. | |
| **Intended Outcomes:** Students working in structured intervention classrooms will show 6-8 points growth as measured by the MAP assessment for Reading and Math during the Winter and Spring 2021-22 administrations as compared to the Fall 2021-22 administration of these core assessments. | |
| **Action Steps:**   * Create intervention classes in the master schedule. Because of the limited number of teachers available for interventions, each teacher will take two grades for intervention working with students in the areas of Math and ELA according to their needs. * Administer baseline assessments in reading and math during the first two weeks of school. * Utilize Reading Plus and ALEKS to provide prescriptive digital interventions to students based on their initial diagnostic assessment. | |
| **Resources Needed:**   * Reading Plus digital program * ALEKS digital program * Paraprofessional support for students with IEP accommodations * Incentives for students as they level up in interventions | |
| **Challenges to Tackle:**   * Reading Plus is intended for grades 3-12. Struggling readers below that level have trouble leveling up in the program. What individual interventions can we provide to those students using our Special Education team? * Student motivation to improve. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: We do not have a population of English Learners that speak another language as their first language. We do have students whose parents speak a different language at home. We will provide materials to parents in the language used at home in order that parents may support their students at home.  Foster/Homeless: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Free and Reduced Lunch: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Migrant: We do not currently have a migrant population at the school. We will be prepared to provided school materials and home support as need for both the student and the parents when we have a migrant student enroll at our school.  Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist amongst regular instruction, intervention instruction, and disciplinary referrals.  Students with IEPs: Instructional materials will be differentiated by both the regular and special education staff to meet the individual educational plans of all students with specific learning needs. Accommodations will be provided in the regular education classroom for general instruction to support learning. Specially designed instruction will be incorporated as written in each individual education plan. | |

## Inquiry Area 2 - Adult Learning Culture

### Part A

| **Adult Learning Culture** | | | |
| --- | --- | --- | --- |
|  | **Instructional Practice** | **Instructional Leadership** | **Systems and Structures that Support Continuous Improvement** |
| **Data Reviewed** | Administration observations of materials and practices through informal and formal classroom evaluations for the Nevada Education Performance Framework.  Staff meeting agendas and minutes regarding daily work towards agreed upon SMART goals. Identification of any student issues that are impeding classroom learning. | District administration observations of school administrators instructional leadership practices for the Nevada Education Performance Framework.  2020 end of year staff survey of instructional leadership satisfaction and continued needs.  Identification of any student issues that are impeding classroom learning.  NEPF Self-Assessment tools and SLG review for teaching staff members. | District and school attendance data for professional development opportunities offered from 2017-2021 in Pearson Literacy, Pearson STEM, WPCSD Literacy Alignment, and WPCSD Math Alignment.  Administration observations of implementation of continuous improvement structures through informal and formal classroom evaluations for the Nevada Education Performance Framework. |
| **Problem Statement** | Lund School instructors are highly committed to offering high quality instruction to students. New curriculum implementation in English Language Arts and Mathematics over the last three years has needed professional development and support to ensure implementation fidelity. Instructors are growing; however, this is still an ongoing process that we need to continue to develop. | | |
| **Critical Root Causes** | Lund School has had two complete staff turnovers occur in the ELA and Math departments over the past five years. This leads to fragmented understanding of essential skills and content to be learned across grade levels and creates learning difficulties. Additionally, a viable curriculum with K-12 vertical alignment is not been solidly in place for ELA or Math until recently. K-5 ELA is in the 3rd year of implementation of the Lucy Calkins’ Units of Study to improve writing. Lund school is beginning to see benefits of that implementation. Our district math team is currently in its first year of implementing a K-5 math program from the San Francisco Unified School District as well as a 6-12 math program from Illustrative Math. | | |

### Part B

| **Adult Learning Culture** | |
| --- | --- |
| **School Goal:** 1. Lund School instructors and administrators will participate in weekly professional development opportunities at the school level (book club Help for Billy) and quarterly district professional development opportunities with a minimum of 90% attendance.  2. Agreed upon instructional practices will be implemented a minimum of 90% of the time in all classrooms. | **STIP Connection:** Lund School’s Adult Learning Culture goals align with Nevada’s STIP Goal 2 of all students having access to effective educators. These goals align with the White Pine County School District Performance Plan Theories of Action #2 Dramatically Improving Tier I Instruction. |
| **Improvement Strategy:** Lund School staff will attend and participate in WestEd professional development opportunities in math as offered by the district to improve math practices not only in math classrooms, but across all content areas. October 1, November 19, Jan 28th, and March 18th. Staff will commit to implementing strategies with the support of administration’s instructional leadership and feedback.  **Evidence Level:**Florida Center for Reading Research scores high quality, committed instructors providing Tier I instruction with an evidence level of 1 for Strong. Coaches supporting instructional practice scores a level of 2 for moderate. | |
| **Intended Outcomes:** Teaching staff will increase their capacity to support the implementation of a viable math curriculum across all content areas and will add to their available strategies as a result of participation in professional development offerings. | |
| **Action Steps:**   * Schedule and plan ongoing school professional development using administrators and teacher leaders to offer learning opportunities. * Schedule and prepare for visits from WestEd regarding implementation of the Illustrative Mathematics curriculum. * Administrators will monitor implementation of instructional strategies during classroom walkthroughs and formal teacher observations as described in the Nevada Education Performance Framework. * Collaborate with district leadership to determine school specific professional development to be offered on district wide training days. | |
| **Resources Needed:**   * WestEd Professional Development Team * Time for implementation discussions with grade level and department teams * Access to any needed professional development materials. | |
| **Challenges to Tackle:**   * Time for administration to observe and support implementation when substitutes are not available and administrators are needed to step in to teach. * Staff buy-in to support math teaching in all classrooms rather than just in math classrooms. * Resistance to change. | |
| **Improvement Strategy:** Lund School staff will continue to embed the following instructional strategies in their teaching to promote quality instruction; Claim, Evidence and Reasoning; Close Reads, Cornell Notes, Teacher Clarity, Data Tracking.  **Evidence Level:**Florida Center for Reading Research scores high quality, committed instructors providing Tier I instruction with an evidence level of 1 for Strong. Coaches supporting instructional practice scores a level of 2 for Moderate. | |
| **Intended Outcomes:** Teaching staff will continue to grow into high quality educators by embedding previous instructional learning practices into daily instruction. Expected strategies to be used in the classroom are listed above in the improvement strategy. | |
| **Action Steps:**   * Schedule and plan ongoing school professional development using administrators and teacher leaders to offer learning opportunities. * Administrators will monitor implementation of instructional strategies during classroom walkthroughs and formal teacher observations as described in the Nevada Education Performance Framework. * Collaborate with district leadership to determine school specific professional development to be offered on district wide training days. | |
| **Resources Needed:**   * Time for implementation discussions with grade level and department teams * Access to any needed professional development materials. | |
| **Challenges to Tackle:**   * Time for administration to observe and support implementation when substitutes are not available and administrators are needed to step in to teach. * Bringing new teaching staff up to speed on previous learning and expectations. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: We do not have a population of English Learners that speak another language as their first language. We do have students whose parents speak a different language at home. We will provide materials to parents in the language used at home in order that parents may support their students at home.  Foster/Homeless: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Free and Reduced Lunch: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Migrant: We do not currently have a migrant population at the school. We will be prepared to provided school materials and home support as need for both the student and the parents when we have a migrant student enroll at our school.  Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist amongst regular instruction, intervention instruction, and disciplinary referrals.  Students with IEPs: Students with IEPs: Instructional materials will be differentiated by both the regular and special education staff to meet the individual educational plans of all students with specific learning needs. Accommodations will be provided in the regular education classroom for general instruction to support learning. Specially designed instruction will be incorporated as written in each individual education plan. | |

## Inquiry Area 3 - Connectedness

### Part A

| **Connectedness** | | | |
| --- | --- | --- | --- |
|  | **Student** | **Staff** | **Family & Community Engagement** |
| **Data Reviewed** | School Climate Survey  Fall 2019  Cultural & Linguistic Comp. 333  Relationships 319  Emotional Safety 304  Spring 2021  H.S. Cultural & Linguistic Comp. 394  H.S. Relationships 360  H.S. Emotional Safety 349  M.S. Cultural & Linguistic Comp. 376  M.S. Relationships 329  M.S. Emotional Safety 339  SEL Impact Statement Data  Quarter #1  H.S. Students respect one another 78% agree  M.S. Students respect one another 67% agree | Staff meeting agendas and minutes regarding daily work towards agreed upon SMART goals. Identification of any student issues that are impeding classroom learning.  NEPF Self-Assessment tools and SLG review for teaching staff members. | Monthly Lund PTO attendance, agendas and meeting minutes. |
| **Problem Statement** | White Pine County School District has a high rate of student families that fall into a low socioeconomic status. The most recent FRL data for the district showed a rate of 74.61% of students qualified. For the past two years, Lund School has qualified as an entire school for free breakfast and lunch for all students. Lund School students have reported favorable levels of engagement and safety as reported by the Nevada School Climate Survey. These numbers need to be in the most favorable range in order to have maximum engagement and safety perceptions for all students. | | |
| **Critical Root Causes** | Our students live in a community where many parents work on differential shifts leaving many students to look after themselves when not in school. Often times, students are not taught many of the basic social skills necessary to actively engage in school and get along with each other. These basic social skills are lacking in many students that simply do not have the parent support at home to develop them. | | |

### Part B

| **Connectedness** | |
| --- | --- |
| **School Goal:** 1. Increase attendance rate from 94.7% to 97% by 2022.  2. Decrease the percentage of students identified as chronically absent from 21.6% to 10% by 2022.  3. Increase students’ perceptions of their social and emotional learning as measured by the Nevada School Climate Survey by 2022. | **STIP Connection:** Lund School’s Connectedness goals align with Nevada’s STIP Goal 6 of all students experiencing continued academic growth. These goals align with the White Pine County School District Performance Plan Goal 3 to continuously improve the school culture by impacting adult and student behaviors utilizing the World Class Relationships Framework. |
| **Improvement Strategy:** Implement feeling journals in advisory classes to promote social emotional learning for all students with an emphasis on building school community and physical/emotional safety.  **Evidence Level**: Florida Center for Reading Research scores safety and community with an evidence level of 3 for Promising. | |
| **Intended Outcomes:** Students will feel safe and supported at the school level in order to increase student engagement in learning. Specifically, we will monitor and measure the following three impact statements chosen to focus upon for this school year.  1. Adults working at this school treat all students respectfully. (Increase to 90% of students agree or strongly agree)  2. Students respect one another (Decrease to 9% of students agree or strongly agree)  3. At this school, students talk about the importance of understanding their own feelings and the feelings of others. (Increase to75% of students agree or strongly agree) | |
| **Action Steps:**   * Collect baseline data on the impact statements utilizing a student survey. Data will be collected and analyzed quarterly. * Schedule and plan Choose Love lessons for advisory classes. * Teach and utilize the Mighty Mustang Values language. * Administration monitor delivery and implementation of Choose Love advisory lessons. Provide monitoring and support as needed. * Administer Fall 2021 Nevada School Climate Survey. * Compare available data and determine additional action steps. | |
| **Resources Needed:**   * Lesson materials for Choose Love printed as needed, otherwise provided in the SEL Google Classroom for advisory classes. * Survey materials for administration of the Nevada School Climate Survey. | |
| **Challenges to Tackle:**   * Consistency of advisory participation in circles. * Student buy-in. | |
| **Improvement Strategy:** Incorporate restorative circles one day a week during advisory classes to promote social emotional learning for all students with an emphasis on building school community and physical/emotional safety.  **Evidence Level:** Florida Center for Reading Research scores safety and community with an evidence level of 3 for Promising. | |
| **Intended Outcomes:** Students will feel safe and supported at the school level in order to increase student engagement in learning. Specifically, we will monitor and measure the following three impact statements chosen to focus upon for this school year.  1. Adults working at this school treat all students respectfully. (Increase to 90% of students agree or strongly agree)  2. Students respect one another (Decrease to 9% of students agree or strongly agree)  3. At this school, students talk about the importance of understanding their own feelings and the feelings of others. (Increase to75% of students agree or strongly agree) | |
| **Action Steps:**   * Provide professional development on implementing restorative circles to all advisors. * Schedule restorative circles for every Monday in advisory classes. * Administration monitor implementation of restorative circles in advisory classrooms. Provide modeling and support as needed. | |
| **Resources Needed:**   * Restorative circles literature for those that need it. * Restorative circles prompts for discussion. | |
| **Challenges to Tackle:**   * Consistency of advisory participation in circles. * Student buy-in. | |
| **Equity Supports. What, specifically, will we do to support the following student groups around this goal?** | |
| English Learners: We do not have a population of English Learners that speak another language as their first language. We do have students whose parents speak a different language at home. We will provide materials to parents in the language used at home in order that parents may support their students at home.  Foster/Homeless: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Free and Reduced Lunch: We will provide school supplies as needed as well as food and hygiene support as needed through the School Social Worker’s office in order that students feel comfortable in school and ready to learn. For students that need digital access, we can provide an internet connection and device to complete school work that is delivered in a digital platform.  Migrant: We do not currently have a migrant population at the school. We will be prepared to provided school materials and home support as need for both the student and the parents when we have a migrant student enroll at our school.  Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during regular instruction and intervention instruction.  Students with IEPs: Students with IEPs: Instructional materials will be differentiated by both the regular and special education staff to meet the individual educational plans of all students with specific learning needs. Accommodations will be provided in the regular education classroom for general instruction to support learning. Specially designed instruction will be incorporated as written in each individual education plan. | |

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

| **Funding Source** | **Amount Received for Current School Year** | **Purpose(s) for which funds are used** | **Applicable Goal(s)** |
| --- | --- | --- | --- |
| General Budget | $4,491 | Instructional Supplies for all classrooms. | Student Success |
| Office of the Principal | $3,298 | Copies, food, books | Student Success  Adult Learning Culture  Connectedness |
| CTE Funding | $1,200 | Supplies, equipment, and PPE for CTE classes | Student Success |
| 1003a | $94,147.34 | 70% FTE with additional days. Curriculum coach | Student Success  Adult Learning Culture  Connectedness |
| ESSER II | $2,604.75 | 5 hours a day, 10 days of Friday school | Student Success |