



## Clark County School District

# John R. Beatty ES

### School Performance Plan: A Roadmap to Success

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

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**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 11/14/24*



## School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at [http://nevadareportcard.nv.gov/DI/nv/clark/john\\_r\\_beatty\\_elementary\\_school/2024/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/john_r_beatty_elementary_school/2024/nspf)

## 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
Jennifer Lepore	<b>Principal(s)</b> <i>(required)</i>
Domonique Powell	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Noel Sawaia, Jennifer Valcho, Wendy Katz, Melissa Pulliam, Michelle D'Amico, Becky Davis	<b>Teacher(s)</b> <i>(required)</i>
Dennise Becze	<b>Paraprofessional(s)</b> <i>(required)</i>
Rafael Oganessian, Sandi Goett, Michaela Ortiz	<b>Parent(s)</b> <i>(required)</i>



## 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
SOT Meeting	5/16/24	Status Check 3, Act 1 2024-2025



# 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
	MAP Data SBAC Data WIDA Data EL- ELA Proficiency EL- Math Proficiency EL WIDA met AGP	District Wide Survey Data Social Emotional Survey	Admin. Walk through data Admin. Observations Lesson & Long Range Plans PL @ school and district
<b>Data Reviewed</b>	<p><i>Areas of Strength: Percent of students meeting projected growth in MAP Math increased from Fall 23 to Spring 2024- Continued growth in all grade levels from Fall 23 to Spring 24.</i></p> <p><i>Consistent use of supplemental materials to build fact fluency.</i></p> <p><i>First year of the Tier 1 math program was implemented school wide.</i></p> <p>We consistently made growth at each benchmark assessment within math. We added to the group of students at the 61%ile and above. We are 10% higher as a school in the % of proficient students this year as compared to last. We have also moved our median percentile up, which means we have moved the entire school average higher.</p> <p>EL- Seven students met their WIDA AGP. We decreased the number of level 1 proficiency on SBAC Math.</p>		
	<p><i>Areas for Growth: Using targeted data reports for instruction to increase student growth</i></p> <p><i>Using rigorous math assessments that are at the correct level of grade level standards. Use of math performance tasks three times per year instead of one time right before SBAC.</i></p> <ul style="list-style-type: none"> <li>• <i>EL- Math vocabulary instruction with SSA.</i></li> </ul> <p><i>Spring 2024: Beatty made consistent growth from Winter (64%) to Spring (69.7%)</i></p>		
<b>Problem</b>	<p><i>Fall of 2024- Beatty math growth is higher than in previous years, but it has not led to high levels of proficiency. Our proficiency</i></p>		



<b>Statement</b>	<p><i>levels are: K: 45%, 1st: 44%, 2nd: 33%, 3rd: 31%, 4th: 24%, 5th: 15%</i></p> <p><i>*Fewer than 13.53% of our ELs achieved as measured by SBAC ELA and Math</i></p> <p><i>*ELs do not have the opportunity to speak and write about content learning at an academic level as noted in our lack of small groups to allow for academic discussions on appropriate levels.</i></p>
<b>Critical Root Causes</b>	<p>* Fall 2024 -For all students, including ELs, consistent use of Tier 1 instruction is observed throughout the building and is making a big difference in our growth and achievement, however students in 3rd-5th grades are still at a disadvantage by missing valuable formative instruction in the primary grades. The use of differentiated instruction that targets student-specific instructional needs. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection through formative/ summative assessments with analysis. Lack of instruction in the Math Practices in the application of the content standards. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade-level content.</p>



## Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Spring 2023-2024 growth of 69.7% to 75% (Spring to Spring 2024-2025) as measured by MAP Student Growth Summary Report.</p> <p><i>*(Achievement Levels from minimal understanding to partial understanding) Decrease the percent of level 1 proficiency of EL students on SBAC in Math from 54.5% to 44.5%</i></p>	<p><b>Aligned to Nevada's STIP Goal: 3</b></p>
<p><b>Improvement Strategy:</b> Engage teachers in professional learning of the mathematical practices and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs. Ensure math assessments are aligned with standards through the use of the district provided clarity guides. ELs will receive math vocabulary during pullout with SSA</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p><b>Intended Outcomes:</b></p> <ul style="list-style-type: none"><li>● Continue to increase the amount of students who meet their projected growth on Spring MAP, which will increase the amount of students who are proficient.</li></ul>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● 5/16/24<ul style="list-style-type: none"><li>○ Math coach scheduled a three day math professional learning institute for the summer of 2024.</li><li>○ Classroom teachers will continue to look at their summative and their standard prior to starting to teach the unit.</li><li>○ We will increase the amount of time during PLCs to discuss data on assessments.</li><li>○ Weekly leadership meetings are held to monitor progress in both math and ELA.</li><li>○ Professional Development days will be given on August 7th, September 16th and November 5th to specifically address instructional strategies, including vocabulary instruction. These days will also focus on teacher clarity, success criteria and gradual release of responsibility to students to allow for metacognition across subject areas.</li><li>○ A small group interventionist has been added to our staff. She pulls EL students five days a week to provide targeted intervention. She will include math vocabulary.</li><li>○ CTT will pull math small groups focused on number sense and foundational math skills.</li></ul></li></ul>	
<p><b>Resources Needed:</b></p>	



- PLC schedule
- Vocabulary Lesson Template/ success criteria
- Data Tracker
- The Common Core Companion: The Standards Decoded
- Tier II instruction schedule
- Sentence and Discourse level PL
- SSA grouping schedule

#### Challenges to Tackle:

- Scheduling - Admin / Strategists will schedule all needed meetings well ahead to allow for proper planning and time.
- Time to complete data tracker - Data Tracker completion will be scheduled weekly on Friday mornings.
- Time to plan for each vocabulary lesson- CCSD clarity planner has included vocabulary in the pre-planned lessons.
- Implementation of sentence and discourse levels. Classroom teachers will add sentence and discourse levels to the clarity planners to ensure use in each lesson.

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

English Learners: Utilize EL strategies ULD Discourse structures including language support in curriculum, Kagan strategies and Whole Brain. Intervention groups for speaking and writing meet 30 minutes daily.

**In addition to the school wide goal and considered [equity supports](#), Beatty Elementary has adopted the following Student Success Action Plan in alignment to AB 219**

#### ***AB 219 Data Reviewed***

*ELL ELA Proficiency: 9%*

*ELL Math Proficiency: 0%*

*ELL WIDA Met AGP: 42.%*

**AB 219 Student Success Root Causes:** As evidenced by SBAC ELA, SBAC Math, WIDA ACCESS data, classroom observations and PLCs the problem is English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of differentiated instructional practices that address ELLs' specific need of speaking and writing in order to apply those skills to content knowledge. Students need to be provided consistent opportunities to practice and apply the speaking and writing skills that they need in order to build upon foundational skills.

#### **AB 219 Student Success [Goals](#):**

- **Mathematics Summative Assessment**
  - Increase the percent of ELLs **proficient** in Math from 0% in 2024 to 10% by 2025, as measured by SBAC Math.
- **Language Arts Summative Assessment**
  - Increase the percent of ELLs **proficient** in ELA from 9% in 2023 to 20% by 2025, as measured by SBAC ELA.
- **Language Summative Assessment**



- Increase the percent of ELLs **meeting Adequate Growth Percentile (AGP)** in English language proficiency from 42% in 2024 to 50% by 2025, as measured by the WIDA Access and reported on the NSPF.

**AB 219 Student Success Improvement Strategy:** *Teaching Academic Content and Literacy to English Learners in Elementary* (Source: WWC), 95 Phonics Core Program (1), A-Z Collections for Blended Learning (Learning A-Z)(1), Amplify Science (1), Exact Path (Edmentum) (3), enVisionMathematics Common Core 2020, Project-Based Learning (PBL) (3), LEXIA English

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Evidence Level 1*

**AB 219 Student Success Action**

- **Action Step [1]:**

- Teachers will integrate oral and written English language instruction into content. Teachers will implement a variety of instructional activities to ensure that academic vocabulary words are taught across several days. Small-group instructional intervention will be provided to ELLs struggling in areas of literacy and English language development.
- **Monitoring Plan:** Administration and strategists conduct monthly observations using Look Fors alternating content areas. Our team analyzes data, including what specific instructional strategies were used to meet ELLs' needs, in monthly one on one post conference meetings.
- **Person Responsible:** Administration, teachers, and strategists

**AB 219 Student Success Professional Learning**

- **Professional Learning [1] for teachers:** *Site level professional learning will focus on Teaching Academic Content and Literacy to English Learners in Elementary* (Source: WWC) and *WIDA Key Uses to support differentiation of language development. Grade level professional learning will focus on ELD Standards Frameworks by content area. Individualized professional learning will support teachers' instructional strategies for both content and language through post conference discussions.*

Foster/Homeless: Counselor support as needed. Extra resources provided such as math manipulative, flash cards, books.

Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.

Migrant: N/A

Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.





Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in math and work collaboratively. ST Math online program to fill in gaps in learning.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	PLC notes/evidence SBAC data MAP data WIDA data	Anecdotal evidence on school culture and climate Panorama Data Staff and family survey data Student growth and achievement data	PLC data School/staff schedules Anecdotal evidence on school culture and climate Panorama Data
	<i>Areas of Strength: PLC time has increased and has been focused on standard clarity planning and assessment rigor</i>		
	<i>Areas for Growth: PLC can improve at looking at student data on assessments and making instructional changes based on that data. Continue data on assessment focus with teacher clarity, gradual release and differentiation.</i>		
<b>Problem Statement</b>	We are not consistently using data to drive our instruction because we are not analyzing the data from assessments. By not analyzing the data, we are unable to determine which students are making progress.		
<b>Critical Root Causes</b>	Staff not using PLC time as data driven instructional planning time. When focused on data, not planning for reteaching using varied teaching strategies.		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> Assess our effectiveness of our PLCs on the basis of results rather than intentions. Grade levels will work interdependently to achieve one SMART goal that aligns with our school goal of increasing student MAP math growth from 46% to 56% from spring 2024 to spring 2025 and MAP ELA growth from 47% 2024 to 57% 2025 from spring to spring. The effectiveness of our PLCs will be measured by grade level SMART goals.</p>	<p><b>STIP Connection: 2</b></p>



**Improvement Strategy:** Strengthen PLCs to ensure data and clarity planners are used to to plan instruction for all content area standards. Use SMART goals to show results of our PLCs.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**Intended Outcomes:** *Increased growth across content areas.*

**Action Steps:**

- PLC agendas and minutes will be maintained.
- PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work, intervention/enrichment differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.
- An administrator or strategist will be present at weekly PLCs.
  - They will collect data to determine if PLCs are focused on one or more of these areas
  - PLC Educator feedback will be provided by admin or strategist.
- 6/2024:
  - Leadership meeting in August 2024
    - Train leadership team on PLC agenda and expectations
  - Substitute collaboration days:
  - strategist attends all PLC meetings
  - Kinder: Action Step:
    - Math-Focus on developing the knowledge of teen numbers that are composed of ten ones and some more by using objects or drawings to compose and decompose numbers from 11 - 19 and record the number with an equation (i.e.  $10 + 6 = 16$ ).
    - ELA- Use a combination of drawing, writing, dictating and writing to compose texts.
  - 1st: Action step:
    - Math:Focus on developing place value skills to work on getting students to one of the main year end goals of students adding within 100 (2-digit with 1-digit and 2-digit with multiples of 10).
    - ELA- Write pieces where a topic is introduced, supply some facts and provide a sense of closure.
  - 2nd: Action Step:
    - Math- Focus on developing place value skills support students achieving the main year end goals of students adding within 1000 (Add up to four two-digit numbers and adding subtracting three -digit numbers with composing and decomposing tens or hundreds)
    - ELA- Write pieces where a topic is introduced, supply facts that support points and provide a concluding statement.
  - 3rd: Action Step:
    - Math-Focus on developing the understanding of properties and relationship of multiplication and division so that they meet the year end goal of using multiplication and division fluently to solve two-step word problems including all



- operations.
- ELA- Write pieces where a topic is introduced, supply facts that support points and provide a concluding statement. The use of temporal words, linking words and phrases are used throughout the piece.
- 4th: Action Step:
    - Math- Focus on developing an understanding of fraction equivalence, addition and subtraction of fractions with denominators, and multiplication of fractions by whole numbers. (Numbers and Operations - Fractions)
    - ELA-Write pieces where a topic is introduced clearly, provide facts/reasons grouped together in an organized way, that support points and provide a concluding statement. The use of temporal words, linking words and phrases are used throughout the piece.
  - 5th: Action Step:
    - MathFocus on developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (Numbers and Operations - Fractions)
    - ELA-Write pieces where a topic is introduced clearly, provide facts/reasons grouped together in an organized way, that support points and provide a concluding statement. The use of temporal words, linking words and phrases are used throughout the piece.

**Resources Needed:**

- *Aug 5, 2024 leadership training day*
- *PLC schedule*
- *6th prep or prep buyout for all classroom teachers*
- *Data collection sheet that includes sub group evidence*
- *PLC agenda and minutes*
- *6/24 Math prep scheduled every 6 weeks*
- *PBL trainings*

**Challenges to Tackle:**

- *If/when the admin or coach is unable to be present. Data will be collected through PLC minutes.*
- *Narrow SMART goals*
- *Monitoring of SMART goals*
- *Goal requires students to learn at a high level*
- *Goals that require a team to work independently and demonstrate mutual accountability.*

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

English Learners: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups. Performance task data collection and analysis will list ELL students and their needs/ successes.



In addition to the school wide goal and considered [equity supports](#), Beatty Elementary has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

**AB 219 Data Reviewed**

*Classroom Observations*

*Understanding Language Development Professional Learning Participation*

*Quality Teaching of English Learners Professional Learning Participation*

**AB 219 Adult Learning Culture Root Causes:** As evidenced by observations and Look Fors, the problem is ELLs have not yet developed speaking and writing skills necessary to meet proficiency in content areas. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of differentiated instructional practices that address ELLs' specific need of speaking and writing in order to apply those skills to content knowledge. Students need to be provided consistent opportunities to practice and apply the speaking and writing skills that they need in order to build upon foundational skills.

**AB 219 Adult Learning Culture [Goals](#):**

- **Instructional Design and Delivery**

- Increase the percent of classroom observations that show evidence of **differentiated instruction** to assist ELLs in understanding skills and concepts from 35% at the end of semester 1 (2024) to 50% at the end of semester 2 (2025) as measured by the content Look Fors.

- **Professional Learning and Collaboration**

- The percent of **Professional Learning Community (PLC) observations** where scaffolds and/or differentiation is discussed will be 40% at the end of semester 1 (2024) and 50% at the end of semester 2 (2024) as measured by the PLC Observation Tool.

**AB 219 Adult Learning Culture Improvement [Strategy](#):** Professional Learning Communities (PLC) (2)

**AB 219 [Evidence Level](#)** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**AB 219 Adult Learning Culture Action**

- **Action Step [1]:**

Strategists/teachers will model effective strategies to meet the needs of ELLs and teachers will engage in Instructional Rounds to view the strategies. Teachers will engage in debrief with the administration and strategists to self select strategies to implement in their own classrooms. In follow up PLCs, teachers discuss implementation of the new instructional strategies. Instructional leaders will continuously develop the capacity of lead teachers. Our strategist has completed QTEL Institute and utilizes strategies to support teachers. Additionally, our strategists and a kindergarten teacher are enrolled in Project Pueblo, which is an ELAD Master's Degree program.



- **Monitoring Plan:** PLC notes reviewed 5 times per year, instructional rounds' observation and debrief data three times per year, continuing education of staff members will be reviewed (NEPF) once in the spring.
- **Person Responsible:** Administration, strategists, teachers

#### **AB 219 Adult Learning Culture Professional Learning**

**Professional Learning [1] for strategists and teachers:** In order to effectively develop teachers' capacity, our instructional leadership team will meet weekly to plan for upcoming adult learning culture professional learning opportunities for teachers.

Foster/Homeless: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Free and Reduced Lunch: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Migrant: n/a

Racial/Ethnic Minorities: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Students with IEPs: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Panorama data Districtwide survey data Beatty SEL Google Form Chronic Absenteeism Discipline Data	Districtwide survey data Staff and family survey data	Districtwide survey data Staff and family survey data
	<i>Areas of Strength: Students are meeting in class meetings to interact with one another and feel part of a community</i>		
	<i>Areas for Growth: Districtwide survey data is showing that students only volunteer to answer a question if they are sure that an answer is right.</i>		
<b>Problem Statement</b>	Social interactions are continuing to affect our students' academics as noted in the district survey. 50% of the students surveyed communicated that they are socially shy to raise their hand if they are not certain that their answer is correct. It is important for students to feel safe to answer questions, even if they are not sure it is correct.		
<b>Critical Root Causes</b>	<i>The lack of social interactions during the pandemic has set our students back and is affecting their academics. Our students continue to lack effective ways to handle their emotions and social interactions.</i>		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase the percentage of students who feel empowered to handle their emotions from 39% (fall) to 45% (winter) to 55% (spring) by 2025, as measured by both the Panorama Survey and the SEL Google Survey (K-5), and raise their confidence in volunteering to answer a question in order to decrease survey results from 50% (spring 2024) to 40% (spring of 2025).</p>	<p><b>STIP Connection: 6</b></p>



**Improvement Strategy:** *Consistent use of class meetings, relationship building and positive office referrals.* Schoolwide use of challenging problems and sustained inquiry.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)-3

**Intended Outcomes:** *Increase of students who feel they can handle challenging emotions. Decrease the percentage of students who only volunteer to answer a question if they are sure that the answer is correct to 40% by Spring of 2025.*

**Action Steps:**

- Panorama survey data is given 3 times a year during fall, winter and spring. School counselor will monitor the data.
- Districtwide Survey
- Teachers are going to reinforce the use of coping skills through student check ins during morning meetings daily.
- School Counselors will teach lessons in classrooms and hold groups to reinforce correct handling of challenging emotions.
- Will implement Class meetings into weekly instruction
- Will survey all students to better understand how they are handling challenging emotions.
- 6/2024:
  - 3-5 grade teachers will continue to give the Panorama survey
  - Counselor/ AP will revise Beatty Google form to include a question on learning attitudes to address the volunteering to answer questions.
  - Classroom teachers will survey students three times per year
  - Classroom teachers/ admin / counselors will analyze surveys to plan for the whole group, small group and individual emotional needs.
  - Admin: Implement NEPF Professional Standard 5, Indicator 2 google form allowing for feedback from students on taking an active role in maintaining a safe/ positive learning environment.
  - Admin will share the Standard 5, Indicator 2 google form with teachers/staff.

**Resources Needed:**

- 2023-2025 Resources needed
  - Morning meeting time: scheduled daily from 8:50-9:00
  - Panorama survey- distinct provided
  - SEL google Form- counselor to create and share with teachers
  - NEPF google form- admin to create and administer with students
  - calendar of google form dates - admin to schedule.
  - data dive dates - admin to schedule
  - Districtwide Survey Calendared- admin to schedule





### Challenges to Tackle:

- Time for morning meetings
  - 6/23-6/25- scheduled 8:50-9:00
- Teacher implementation- scheduled ahead so that accountability can take place
- Training of staff for class meetings- Aug. SDD days and as needed throughout the year
- Feedback conferences during mid-cycles- admin to schedule

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

English Learners: Utilize EL strategies including language support in curriculum, Kagan strategies and Whole Brain.

In addition to the school wide goal and considered [equity supports](#), Beatty Elementary School has adopted the following Connectedness Action Plan in alignment to AB 219

#### **AB 219 Data Reviewed**

*Chronic Absenteeism for ELLs*

**AB 219 Connectedness Root Causes:** As evidenced by chronic absenteeism data for ELLs, the problem is our ELLs cannot develop language and content knowledge when they are absent from school. A root cause of low performance of English language learners in language proficiency and content achievement is due to lack of consistent instruction, due to their absences, widening gaps in their understanding. Students and their families need incentivization to decrease the amount of absences.

#### **AB 219 Connectedness Goals:**

- Chronic Absenteeism/Behavior
  - Reduce the percent of ELLs **chronically absent** from 20% in 2024 to 17.9% by 2025, as measured by Chronic Absenteeism data from Focus Ed.

**AB 219 Connectedness Improvement Strategy:** Increase Attendance and Decrease Chronic Absenteeism with a Prevention Program

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *The school counselor provides Whole school SEL lessons. [ Level 1 ]*

#### **AB 219 Connectedness Action**

- **Action Step [1]:** Beatty will set up incentives on a biweekly, monthly, semester, and yearly basis. Biweekly, announcements and treats are provided for ELL students who have perfect attendance. Parents/families of ELLs will be invited to Monthly Principal Pep Rallies, semester, and annual students celebrations focusing on attendance, academic achievement and growth, and SEL character traits.
  - **Monitoring Plan:** IC attendance data and grade data and teacher observations for SEL character traits data will be compiled biweekly, monthly, semester, and yearly.



- **Person Responsible:** School clerk, administration, and teachers

**AB 219 Connectedness Professional Learning**

- **Professional Learning [1] for clerk and site:** *Our clerk will learn to pull data specific to ELLs. Daily announcements share PL on character traits.*

Foster/Homeless: Counselor support as needed.

Free and Reduced Lunch: Counselor support as needed.

Migrant: N/A

Racial/Ethnic Minorities: Counselor support as needed.

Students with IEPs: Special Education teachers and General Education teachers will be aware of emotional needs and work together to support students.

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

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget 24-25	\$4,015,736.96	Staffing, Instructional Support, book studies, teacher collaboration, prep buyout , interventionist Student Success Advocate, attendance incentives	Student Success Adult Learning Culture
At-Risk Students 24-25	\$169,133.84	Additional CSR Teachers	Student Success Adult Learning Culture
English Language Learners 24-25	\$85,668.22	Additional Teacher CSR	Student Success (AB 219)



Title I 24-25	\$220,020.00	Additional CSR teachers Student Success Advocate	Student Success (A B 219) Adult Learning Culture (AB 219)
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