Lyon County School District

Silver Stage Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI

Mission Statement

Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.

Vision

Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at: https://nevadareportcard.nv.gov/ DI/nv/lyon/silver_stage_elementary_school/2024

Table of Contents

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

At SSES we focus on the improvement of all students at all levels, taking into consideration each students learning path and rate of learning. Students are making progress in the areas of reading, math, and social emotional skills. We focus on meeting the unique individual needs of each of our students with differentiated learning, opportunities to feel success even if not at grade level, and building the confidence to try hard things.

- Growth from 35 to 48% at or above 41st percentile in Reading Maps
- Growth from ??? Proficient on SBAC Reading in 3rd Grade (Scores not available yet)
- Students in lower grades are receiving foundational phonics skills that allow them to acquire reading skills more fluently
- HMH Growth Report (ELA Curriculum)
    - Growth at every level
    - 14.3% to 29.6% On or above grade level
- iReady Data (Math Curriculum)
    - 8% to 43% on or above grade level
    - 42% of students meet their typical growth (average growth for 1 year) goal and 17% met their stretch goal (+ than 1 grade level of growth)
    - Decrease in students two + grade levels below from 31% at beginning of year to 17% at end of the year

Student Success Areas for Growth

- Reading and math scores remain unchanged or decreasing
- Continue building foundational skills with phonics and math facts
- build a community of learners among our teachers

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Continuous support to bridge the language gap	Fully scheduled support from ESL teacher and regular progress monitoring of data to fill gaps

Student Group	Challenge	Solution
Foster/Homeless	Attendance, overcoming outside obstacles that affect their learning	Build relationships with families, work to provide necessary outside supports, regular check-ins with students and families
Free and Reduced Lunch	Attendance, overcoming outside obstacles that affect their learning	Build relationships with families, work to provide necessary outside supports, regular check-ins with students and families, regular progress monitoring and provide small groups both academically and socially
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		Build relationships with students and families so they feel supported.
Students with IEPs	Need reading and math support as their learning gaps are much greater than the average student	Small group reading support with intervention program. Push in support around math during first shot instruction

Problem Statements Identifying Student Success Needs

Problem Statement 1: Classroom disruptions and behavior is taking away from instructional time.
Critical Root Cause: -Consistent, clear expectations, and follow through -Lack of self-regulation -Lack of strong relationships with most difficult students -Lack of consequences and lack of support from home

Problem Statement 2 (Prioritized): Student focus and attention is lacking
Critical Root Cause: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 3 (Prioritized): We have large gaps in foundational skills for reading at all grade levels.
Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 4 (Prioritized): We have a high rate of absences.
Critical Root Cause: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Problem Statement 5 (Prioritized): Our math data is inconsistent over the years and we are not closing gaps of missing information.
Critical Root Cause: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At SSES, our teams are collaborative, open to feedback, and support each other's growth. Our staff consistently seeks out growth and learning opportunities in areas of both interest and need.

- We successfully completed our goal from last year with 100% implementation of grade level data teams on a consistent basis.
- 100% of staff will participate in LETRS (Language Essentials for Teachers of Reading and Spelling) by the end of 2024-25 school year.
- Teachers are implementing both math and ELA curriculum with majority of components and understanding the why of each step.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.
Critical Root Cause: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Connectedness Areas of Strength

Our families are very diverse. They work varying shifts through out the day, our students are helping watch younger siblings while mom/dad work in single family homes, and many of our families stretch across all three schools in our area. For many families, school is the place they come for a meal, support, and/or connections to much needed resources.

- Parent involvement at I Am Proud Showcases
-

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We have large gaps in foundational skills for reading at all grade levels.
Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 2: Classroom disruptions and behavior is taking away from instructional time.
Critical Root Cause: -Consistent, clear expectations, and follow through -Lack of self-regulation -Lack of strong relationships with most difficult students -Lack of consequences and lack of support from home

Problem Statement 3 (Prioritized): Student focus and attention is lacking
Critical Root Cause: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 4 (Prioritized): We have a high rate of absences.
Critical Root Cause: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning - Stakeholders don't understand the opportunities and connections between school and future careers

Priority Problem Statements

Problem Statement 1: We have a high rate of absences.

Critical Root Cause 1: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Problem Statement 1 Areas: Student Success - Connectedness

Problem Statement 2: We have large gaps in foundational skills for reading at all grade levels.

Critical Root Cause 2: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 2 Areas: Student Success - Connectedness

Problem Statement 3: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.

Critical Root Cause 3: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Student focus and attention is lacking

Critical Root Cause 4: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 4 Areas: Student Success - Connectedness

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information.

Critical Root Cause 5: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- College and career readiness data
- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- MyPath
- Tier I Instructional Materials Assessments

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By end of year testing SSES will increase students meeting their typical growth goal by 10% (42% to 52% for math and 58% for Reading due to no previous data) to support reaching the district goal of 58% . This will be measured using iReady Reading and Math diagnostics beginning of year to end of year assessments.

Formative Measures: -iReady Math and Reading Diagnostics Review (At achievement conferences and/or data dig days)
-Curriculum Unit Assessments
-Progress Monitoring of MyPath Data 2x/month

Aligns with District Goal

Improvement Strategy 1 Details					Reviews	
Improvement Strategy 1: Focus on time and lessons passed by iReady MyPath in reading and math					**Status Check**	**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Jan**	**May**
1	Weekly designated time for PLCs, with guided questions and note taker	Erin Korf, Alfredo Martinez, Grade Level Leaders	2 times/ month		No review	No review	

Position Responsible: CIP Team Members

Resources Needed: Designated time for PLC's and Planning

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students.				**Status Check**		**EOY Reflection**
Action #	Actions for Implementation	Person(s) Responsible	Timeline	**Nov**	**Jan**	**May**
1	Create student data binders to hold goal pages and progress monitoring	Each teacher	3x/year	No review	No review	
2	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2025			
3	Goal celebrations for students that meet not only benchmark but growth targets.	PBIS team (Lead-Bre Owens), Erin Korf, Alfredo Martinez	Schedule after diagnostic assessments are given			

Position Responsible: PBIS Team

Resources Needed: Data folders for every student, goal pages created prior to start of the year, reward activities and/or celebration supplies

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 4: Demonstrate Rationale: Metacognition

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels.   **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps
Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information.   **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.
Adult Learning Culture
Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.   **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time
Connectedness
Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels.   **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 2: By end of 2025/26 school year, we will decrease the number of students on RAP (including monitoring) by 10% as measured by iReady Diagnostic Fall, Winter, and Spring.

Formative Measures: -MyPath scores and lesson completed
-HMH Progress Monitoring
-iReady lesson progress

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Use data from diagnostic to create small groups and implement groups daily in the classroom.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Data dig PD using prerequisite report quarterly	Erin Korf, Alfredo Martinez, all teaching staff	4x/year at our school	No review	No review	
2	Monitored every three weeks during PLC time, discuss small group topics, and small group needs and strengths	Grade level teachers	Every 3 weeks at PLC			

Position Responsible: Administration and teaching staff

Resources Needed: -Professional development time for data digs
-Guarded PLC time to progress monitor

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps
Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture
Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.   **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time
Connectedness
Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels.   **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 3: SSES will increase the total number of work based learning experiences and students participating in experiences by 10% from the 2024/25 school year to the 2025/26 school year.

Formative Measures: -Monthly data collection that is given to the district
-School Links data monitoring

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Bi-weekly time allotted to School Links and career exploration					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Jan**	**May**
1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly		No review	No review	

Position Responsible: Computer and Library teachers, students, admin to monitor School Links

Resources Needed: -School Links Subscription (Paid for by the district)

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6
Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking   **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences.   **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking   **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences.   **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, establish and facilitate weekly PLC meetings for all grade-level and content-area teams that follow a standardized protocol focused on student data analysis and instructional planning. Success will be measured by 100% of teams using a shared agenda and documentation template, with at least 80% of PLCs demonstrating evidence of data-driven decisions in lesson planning, as verified through monthly admin check-ins and team reflections.

Formative Measures: -PLC Notes (Goal focused)
-Kick-Up-PLC time on Friday

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Weekly PLC time with importance of data and strategy planning.				**Status Check**		**EOY Reflection**
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	PD on PLC Cycle	Admin/Teacher Leaders	Beginning of School Year	No review	No review	
2	Guided Notetaker with Standard driven questions	Admin and Grade Level teams	Provided weekly in PLC notes			

Position Responsible: administration and teaching staff
Resources Needed: -devoted time for PLC
-Standards progression documents

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data.				**Status Check**		**EOY Reflection**
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
				No review	No review	
1	Schedule on PD Calendar (could we use our 1/2 day PD days for this)	Erin Korf, Alfredo Martinez	After fall testing, After Winter testing After Spring Testing (Use PD Day)			
2	Agenda and/or checklist of outcomes for each data dig	CIP Team				

Position Responsible: administration and CIP team

Resources Needed: -structured agenda items and checklist for data digs
-devoted time in PD schedule

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels.   **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps
Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information.   **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture
Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.   **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness
Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels.   **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 3: Connectedness

SMART Goal 1: SSES will reduce the chronic absenteeism rate by 10% from the 2024/25 school year 2025/26 school year.

Formative Measures: -Bi-monthly Infinite Campus Chronic Absenteeism Rate Check
-Number of letters sent to families based on days missed

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: SRO and/or staff will make home visits after 5 consecutive days absent with no communication from home. SRO/Staff visits if 20% of school missed at any point after quarter 1.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
1	Absenteeism report pulled bi-weekly and attendance secretary schedule visits	Admin, SRO, Counselor, attendance secretary	Bi-Weekly			
2	Bi-weekly meeting with admin, secretary, counselor, SRO to review attendance records	Admin to schedule	Bi-Weekly			

Position Responsible: Administration, Counselor

Resources Needed: -Time to visit homes
-Time to pull reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

<table>
<tr><td colspan="5" align="center">Improvement Strategy 2 Details</td><td colspan="2" align="center">Reviews</td></tr>
<tr><td colspan="5">Improvement Strategy 2: Required attendance meetings with families for students with 25% or greater absences.</td><td colspan="2" align="center">Status Check</td><td align="center">EOY Reflection</td></tr>
</table>

Improvement Strategy 2: Required attendance meetings with families for students with 25% or greater absences.					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Jan**	**May**
1	Students with chronic absenteeism will create goals to increase their attendance at school and share with families	Erin Korf, Alfredo Martinez, SRO, teachers	Weekly check on percentages and scheduling meeting. Meetings will happen throughout the year.		No review	No review	
2	Meeting with families will review attendance, discuss reasons, and create a plan for improving attendance	Erin Korf, Alfredo Martinez, SRO, teachers					

Position Responsible: Administration, SRO, teaching staff

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Improvement Strategy 3 Details				**Reviews**		
Improvement Strategy 3: Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Random Weekly drawing on a Friday for students who were present all week	Alexis Shively, Erin Korf, Alfredo Martinez	At least 3 times/ month.	No review	No review	
2	Perfect attendance awards	Alexis Shively, Erin Korf, Alfredo Martinez	Monthly and quarterly			
3	Perfect attendance rewards drawing for a special activity/ trip	Alexis Shively, Erin Korf, Alfredo Martinez	Quarterly			

Position Responsible: Attendance Secretary, Administration
Resources Needed: -Prize drawings
-Alexis to pull weekly reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking   **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences.   **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking   **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences.   **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We look at data from several sources to create our goals:

- MAPs
- iReady
- HMH Screeners (RAP specific)

As we look at this data, we search for positives and areas for growth. As we focus on areas of growth, our CIP team tries to look at strategies that will also impact other areas that need support. Once we have analyzed this data, we use it to create our objectives and determine strategies that will support our objective.

2.3: Available to parents and community in an understandable format and language

We post the plan to our website, notifying families through our mass communication system with links in our newsletter. We will also be doing a presentations during our I Am Proud Showcase to help families understand and be able to ask questions.

2.4: Opportunities for all children to meet State standards

One of our major funded initiatives will be Leader in Me. A program that help students become owners of their actions, builds community, and helps them own their own school work. Based on behavioral and emotional data, we are hopeful that this will build a strong sense of community among all parties in our school, helping students be aware of their impact on each other.

2.5: Increased learning time and well-rounded education

We use Title 1 and 21st Century funds to support our tutoring program. We try to focus on our most at-risk students first to fill the spots, but students come and go in the program as needs arise. We are also creating a schedule that has intervention time built in to the day where multiple supports can be put in place to help students make growth and close gaps.

2.6: Address needs of all students, particularly at-risk

Our students come from many backgrounds and various needs arise during the school year. We use Title 1 funds to support PBIS initiatives which help in teaching students expectations. We also used a different funding source to provide LETRS training to all of our staff which will help in understanding how students aquire reading skills. Staff will be able to use this knowledge to close gaps more quickly in lower grade levels.

3.1: Annually evaluate the schoolwide plan

SSES will use more summative data, SBAC, MAPs, and the iReady diagnostic to measure progress of annual goals. We also use this data mid-year to track data and determine further needs an adjustments.

4.2: Offer flexible number of parent involvement meetings

Our families attend parent involvement activities through our I Am Proud Showcase. During part of this time, we aim to teach them skills they can work on at home with minimal cost and/or provide them all the tools necessary for the strategies. We are also encouraging families to help out in the classroom or support from if that is the families only means of volunteering in the classroom.