

- The biggest area of concern are Phonics, Computation, and Data

Reading

- 46% of students met or exceeded expectations
- 31% of students met or exceeded grade-level growth
- 7% of students met or exceeded advanced levels
- 3rd grade was the lowest performing grade level
- The biggest areas of concern are Phonics, Computation, and Data

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Percent of students who meet or exceed typical iReady Math growth (verified assessment)

Year: 2021-22
65%

55%

- Provide opportunities for teachers to observe exemplary practice by arranging intersite visits
- Provide group professional development as needed
- Encourage teachers to identify instructional resources and support throughout the entire school community
- Use technology and analysis of data to advance both teacher learning and classroom practice
- Promote collegiality and build community
- Provide ongoing professional development
- Ensure that all teachers have access to support
- Introduce...

Professional Learning

LEOBCD
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No more

will

be

Amount(s)	Source(s)	
\$7,384.60	Expanded Learning Opportunities Grant	
		Goal

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students are more behind academically due to learning loss caused by COVID-19 and distance learning. Challenges during virtual learning were immense and disproportionately impacted aspects of the academic program. In the 2020-21 school year, students and teachers continue to experience much difficulty due in part to impacts of COVID-19 including, but not limited to: learning loss, changes in structures and protocols, and absences of staff and students. Despite these challenges, students were invested in the new curriculum/software iReady, and are completing the weekly goal of minutes expected of them. Preliminary data from the i-Ready benchmark assessments indicates that students have demonstrated growth in both Reading and Math. New additions to the team turned out to be an incredible asset; however, it presented an additional learning curve in the transition back to in-person instruction, and despite the addition of staff, filling some positions has been difficult.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

After receiving updated information and reports from iReady on national averages of iReady growth, and analyzing its own data, the school revised its iReady growth goals to be more realistic. Goals were reduced from 80%. iReady reported that their initial proposal of 80% of students meeting annual typical growth was not an accurate representation of typical student progress. The school also revised its small group instruction, interve

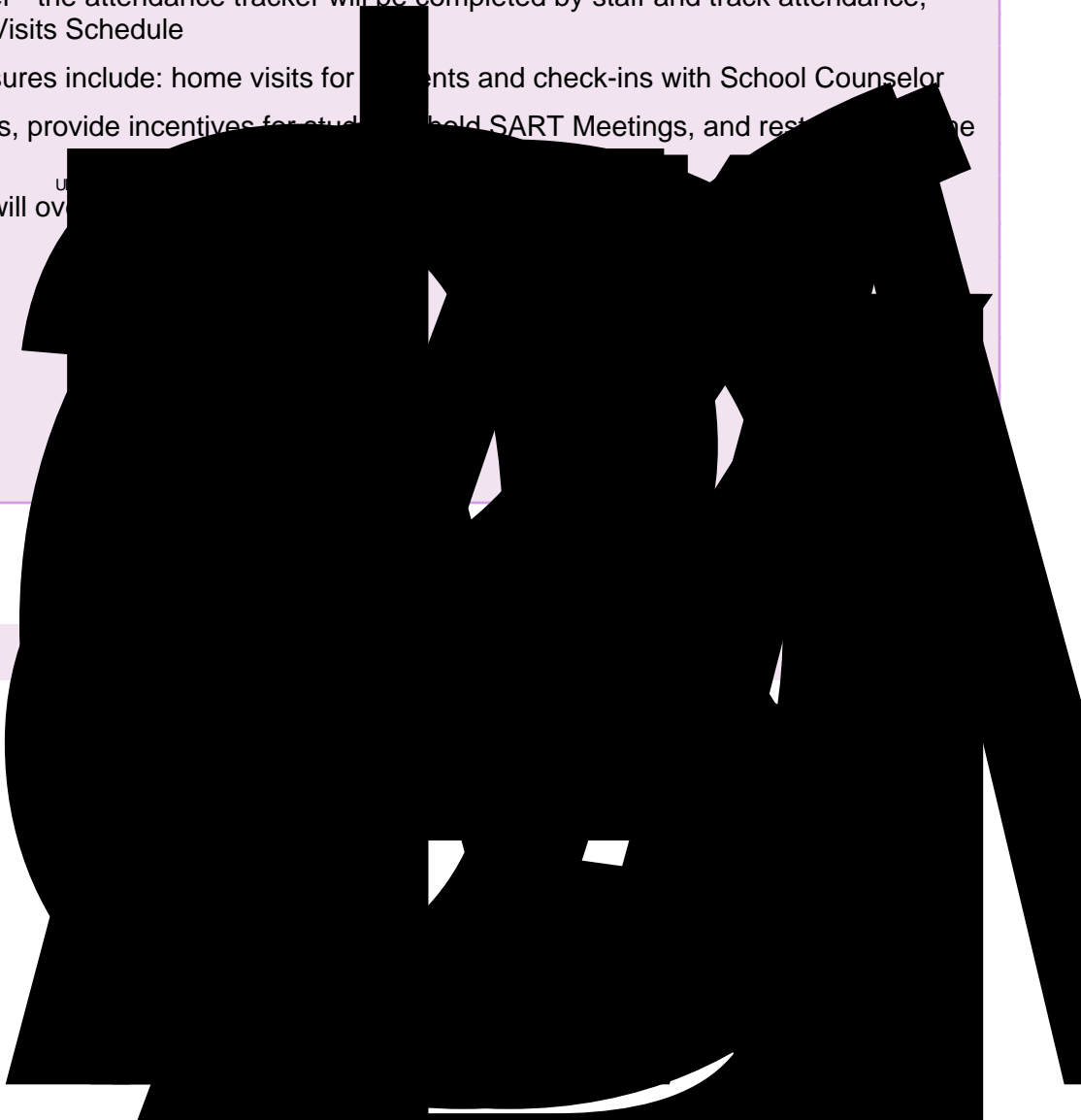
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who are chronically absent	Year: 2021-22 21.6%	5%

Low Income, Foster Youth, English Learners, Homeless

Strategy/Activity

Student and Family Services - This action includes the schools counseling program, office support staff and deans of student affairs. This action is predominantly concerned with ensuring that our students have access to adults who can help them navigate academic and social challenges. We have indicated that this action contributes to increased and improved services as our foster youth, low income students and English learners can at times need additional support structures and help navigating a school environment to ensure that they have the resources necessary to excel. The school will utilize the following to support improved attendance:

- Attendance Incentive Program - prizes, recognition, and/or rewards for attendance
- Attendance Intervention Tracker - the attendance tracker will be completed by staff and track attendance, interventions, and SART Home Visits Schedule
- Preventive and Proactive Measures include: home visits for students and check-ins with School Counselor
- School Counselors will contact families, provide incentives for students, hold SART Meetings, and restorative practices
- Assistant Principal of Culture will oversee





State or Local Programs	Allocation (\$)
8550 Mandated Cost Reimbursement	\$2,859.00
8560 State Lottery Revenue	\$21,069.74
8590 CARES ACT - ELOG- Grant	\$16,745.48
8590 ELOP- Expanded Learning Opportunities Program	\$43,448.00
8590 ELOP- Expanded Learning Opportunities Program	\$256,234.00
8593 After School Grants - ASES / 21st Century LC	\$109,944.00

Subtotal of state or local funds included for this school: \$3,073,194.45

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