



Washoe County School District

Bohach Elementary School



School Performance Plan: A Roadmap to Success

Bohach 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.

Principal: Heidi Gavrilles and Brynn Hall
School Website: <https://www.washoeschools.net/bohach>
Email: bohach@washoeschools.net
Phone: 775-626-0062
School Designations: Title I CSI TSI TSI/ATSI



Mission:

Bohach Elementary School is responsible for building a foundation of essential academic and social skills for all students to help ensure their future success in school and beyond.

Vision:

Bohach will utilize a strong adult culture of teaching and learning to teach every child relentlessly so that they grow **and** attain proficiency.

Values:

We are committed to achieve 100% proficiency so that our students are able to fully participate in elective options in middle school and beyond and all doors are open to their future. We know that success for both adults and children is predicated upon healthy, trusting relationships. We believe in bringing our whole selves to work, we value candor and believe it is a moral imperative to achieve these goals.

Collective Commitments:

Study, clarify, align and pace NVACS and district adopted curriculum.

Develop and implement common formative assessment to monitor each student's learning.

Develop, implement and evaluate team professional development plans aligned to our SMART goals to target specific instructional areas in need of improvement.

Engage in meaningful, embedded professional learning.

Utilize a variety of instructional strategies to meet the needs of our students.

Utilize small group or individual learning programs when students need it.

Partner with parents and community stakeholders by being proactive, clearly communicating progress, helping families with resources and information to help ensure student success.

Implement SEL standards school wide to meet the social-emotional needs of all students.

Hard work and perseverance will not go unnoticed. We will celebrate all aspects of growth both academically and socially.

Key Performance Indicator/Goal:

100% of Bohach students will achieve proficiency in math and reading by the end of 5th grade.

Performance Plan Goals:

Increase proficiency and growth in reading as measured by school common assessments, MAP/i-Ready and SBAC.

Increase growth and proficiency in mathematics as measured by school common assessments, i-Ready and SBAC.

This plan was developed in alignment with and consultation of the following guiding documents:

State of Nevada Summary of Goals from 2020 STIP, Updated 2021

Goal 1 All children, birth through third grade, have access to quality early care and education.

Goal 2 All students have access to effective educators.

Goal 3 All students experience continued academic growth.

Goal 4 All students graduate future-ready and globally prepared for postsecondary success and civic life.

Goal 5 All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Goal 6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Available at: <https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/STIP/2021STIPAddendum.pdf>

Washoe County School District 2023 Strategic Plan Goals



Strong Start for Every Child

Every Student, through Grade 3, will experience equitable learning opportunities for success in developmentally appropriate environments.

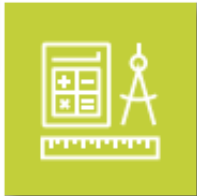


Student Voice & Advocacy

Every student will have ongoing opportunities to take ownership of their education journey.



Safety & Belonging Every student will be welcomed, included and valued within a safe and supportive school environment.



Academic Growth & Achievement

Every student will have access to challenging academic programs, meet or exceed standards and achieve at least one year's academic growth annually.



Empowering All Learners for their Future

Every student will graduate with the skills necessary to thrive in a diverse and rapidly evolving world.

Available at: <https://www.washoeschools.net/strategicplan>

Our SPP was last updated on 9/15/2023



School Continuous Improvement Team

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

Name	Role
Heidi Gavrilles and Brynn Hall	Principal(s) (required)
Don Angotti	Other School Administrator(s) (required)
Alisha Gaynor, Michelle Hampton, Lupe Gamboa, Leah Sherbondy, Leticia Lopez, Shannon Thompson, Amanda Eckerman, Derek Hughes	Teacher(s) (required)
Bill Charter	Paraprofessional(s) (required)
Jessie Allen	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

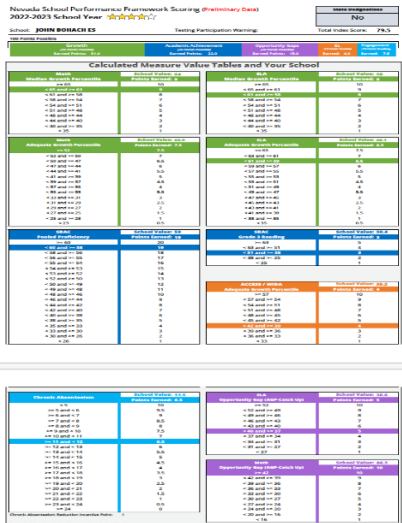
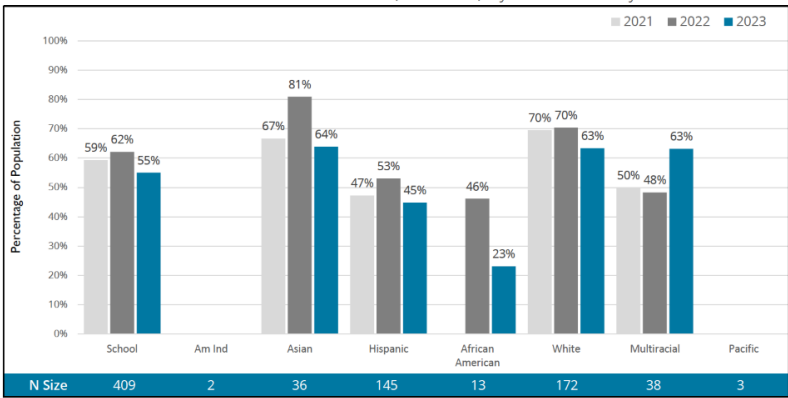
In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report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



School Goals and Improvement Plan

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

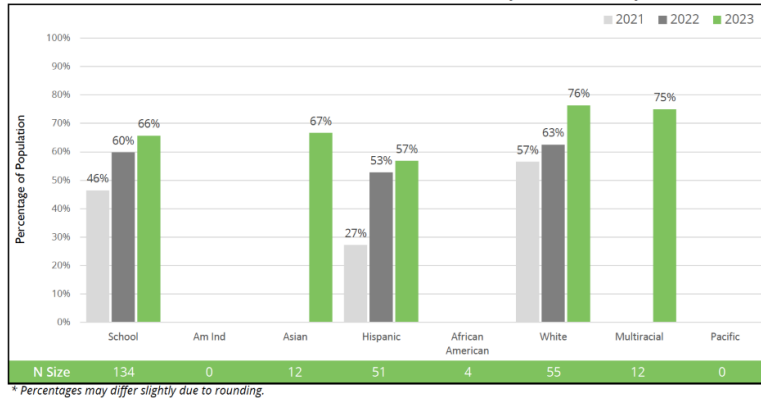
Inquiry Area 1 - Student Success

Student Success																																					
Areas of Strength	Areas for Growth																																				
<ul style="list-style-type: none"> Growth as measured by SGP remained high for the third straight year indicating our median student is growing more than expected in both ELA and Math Science proficiency increased for the third straight year 11/70 students who received EL services exited <p><i>Bohach's state designation within the Nevada School Performance Framework for the 22-23 school year was four stars</i></p> 	<ul style="list-style-type: none"> Proficiency in ELA and math decreased Catch up decreased. The lowest achievement level for growth was AL 2 (approaching standards) WIDA scores in listening decreased in several grade levels WIDA speaking and writing remain the lowest areas <p>Math proficiency decreased.</p> <p>Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity</p>  <table border="1"> <caption>Overall Math Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity</caption> <thead> <tr> <th>Race/Ethnicity</th> <th>2021</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>59%</td> <td>62%</td> <td>55%</td> </tr> <tr> <td>Am Ind</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>Asian</td> <td>67%</td> <td>81%</td> <td>64%</td> </tr> <tr> <td>Hispanic</td> <td>47%</td> <td>53%</td> <td>45%</td> </tr> <tr> <td>African American</td> <td>46%</td> <td>-</td> <td>23%</td> </tr> <tr> <td>White</td> <td>70%</td> <td>70%</td> <td>63%</td> </tr> <tr> <td>Multiracial</td> <td>50%</td> <td>48%</td> <td>63%</td> </tr> <tr> <td>Pacific</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Race/Ethnicity	2021	2022	2023	School	59%	62%	55%	Am Ind	-	-	-	Asian	67%	81%	64%	Hispanic	47%	53%	45%	African American	46%	-	23%	White	70%	70%	63%	Multiracial	50%	48%	63%	Pacific	-	-	-
Race/Ethnicity	2021	2022	2023																																		
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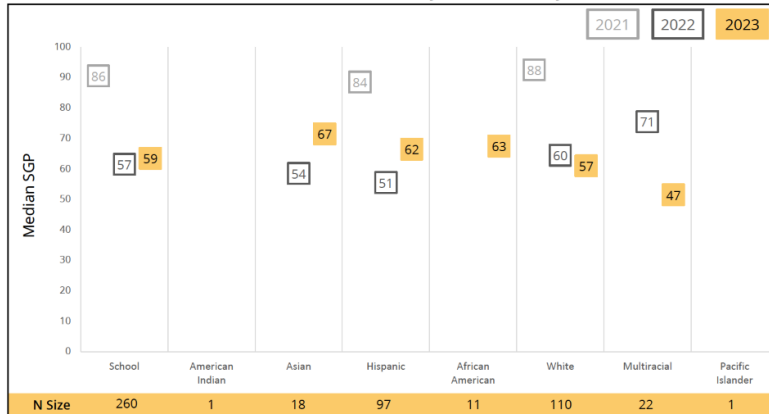
Science proficiency increased for the third straight year.

Overall Science Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



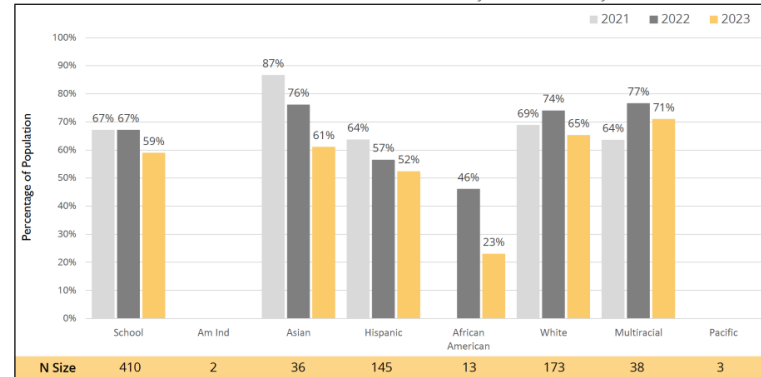
ELA median SGP increased.

Overall ELA Median Student Growth Percentile by Race/Ethnicity



ELA overall proficiency decreased.

Overall ELA Percent At or Above Standard (AL 3 or 4) by Race/Ethnicity



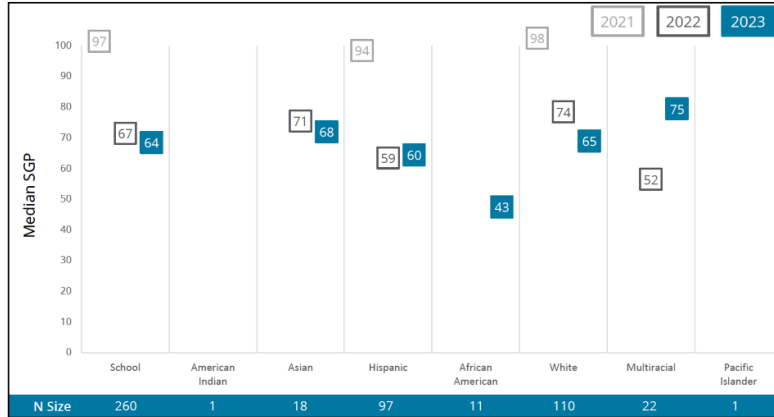
Medial SGP by AL shows the lowest SGP among students who scored a 3 the previous year (approaching students) in ELA (Tier 1+). Their median SGP of 46 is an outlier. These students are struggling to grow and not making progress toward proficiency.

2021-2022 SBAC Level	# of Students	Median SGP for students in each achievement level		
		School	Similar Schools	District
Level 4	86	60.5	50	46
Level 3	76	61.5	54	45
Level 2	46	46	50	45
Level 1	44	62	57	49



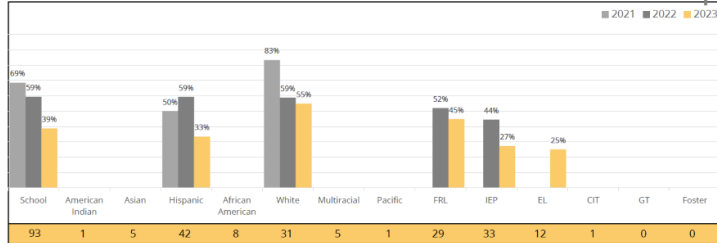
Math median SGP went down to 64 which is still above typical growth.

Overall Math Median Student Growth Percentile by Race/Ethnicity

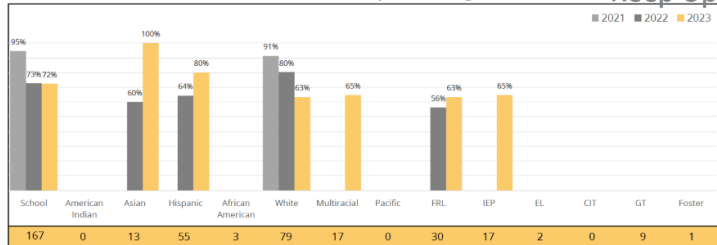


ELA keep remained high meaning students who scored proficient last year are demonstrating adequate growth to remain at or above "meeting standards" for three years or until 8th grade.

Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8

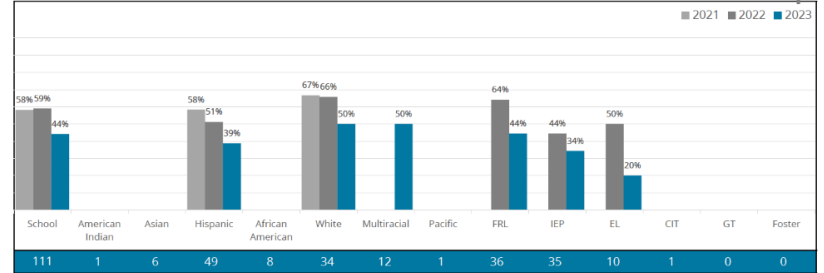


Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8

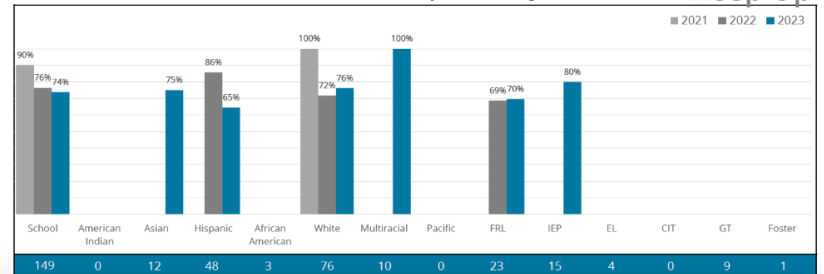


Math Catch UP decreased and keep up remains high which leads us to believe that targeting approaching students is appropriate.

Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8



Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8

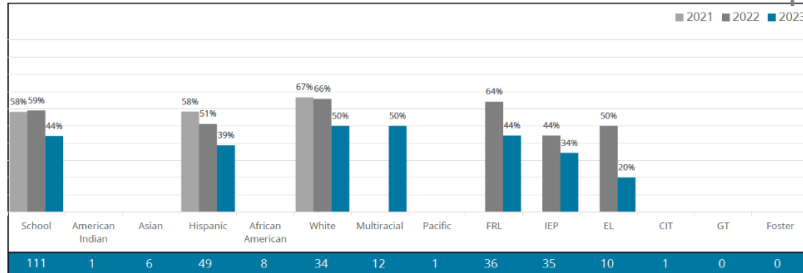


ELA catch up decreased meaning students who were not proficient last year are not on a trajectory to catch up to proficiency in three years or by 8th grade.

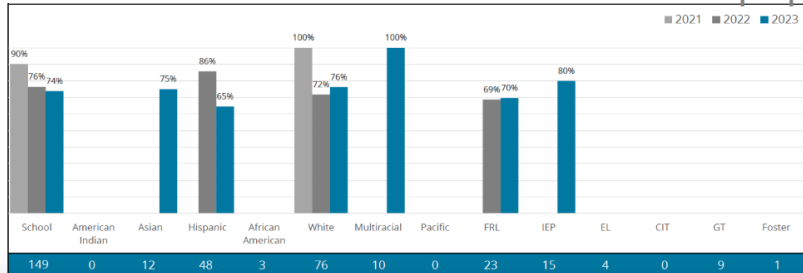


Math Keep up remained strong for a third straight year.

Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8

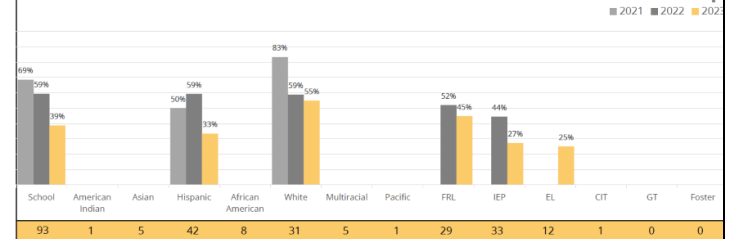


Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8

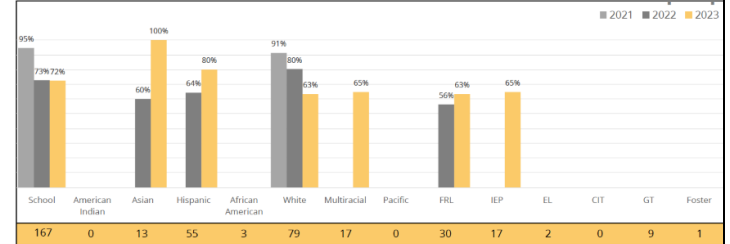


Chronic absenteeism decreased from 13.5% to 11.5%
 Bohach families rated their children higher than district averages in Learning Behaviors based on the Parent Climate Survey
 Family efficacy ratings increased over last year's rating as measured by the Parent Climate Survey

Percentage of students who were not yet at or above standard but are growing enough to reach "Meets Standard" (Level 3) within three years or by grade 8



Percentage of students who were at or above standard and are growing adequately to remain at or above "Meets Standard" (Level 3) for three years or until grade 8



Projected Proficiency based on Fall Diagnostic '23 i-Ready based on "typical growth"

	Reading	Math
3 rd	38%	61%
4 th	43%	41%
5 th	59%	48%
3-5	203/437 = 46%	221/442 = 50%

Problem Statement: Students scoring in Approaches Standards/Achievement Level 2 last year grew at the lowest rate among students. The low rate of growth lead to decreases in student proficiency in ELA and math.

Critical Root Causes of the Problem:

- *Update after Root Cause Analysis.*



Student Success

School Goal: *Increase student proficiency and growth in ELA and mathematics as measured by SBAC.*

KPIs: Bohach students will Increase pooled proficiency for students in grades 3-5 in ELA and mathematics over baseline i-Ready Diagnostic #1 (Fall) projected growth as measured by i-Ready Diagnostic #3 (Spring)

Baseline Projected Proficiency based on Diagnostic #1 (Fall) i-Ready

	Reading	Math
3 rd	38%	61%
4 th	43%	41%
5 th	59%	48%
3-5	203/437 = 46%	221/442= 50%

Targets for Diagnostic #3 (Spring)

	Reading	Math
3 rd	44%	70%
4 th	48%	55%
5 th	70%	57%
3-5	241/447 = 53.9%	244/447= 54.5%

Formative Measures:

- *25% of students projected at Level 2 on Diagnostic #1 (Fall 1 will achieve “stretch growth” goal on Diagnostic #2 (Winter).)*
- *50% of students projected at Level 2 on Diagnostic #1 (Fall) will achieve “stretch growth” goal on Diagnostic #3 (Spring)*

Aligned to Nevada’s STIP Goal:

STIP Goal 1 **STIP Goal 2**

STIP Goal 3 STIP Goal 4

STIP Goal 5 STIP Goal 6



Improvement Strategy: *Bohach teachers will implement i-Ready to measure student learning and growth and provide for systematic independent and individualized learning for all students.*

Evidence Level: *i-Ready meets the criteria of ESSA Tier 2 (moderate evidence) Curriculum Associates funded research indicates that students who participate in i-Ready “with fidelity” (30 minutes in my path per week per subject and lesson pass rate > 70%) have outgained their peers on end of year high stakes summative assessments (Cook & Ross, 2022). There is, generally, a dearth of Independently funded studies and most show minimal gains or no gains for students who use i-Ready compared with non-treatment groups.*

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

- *Teachers will participate in district supported training in August, October and January*
- *Individual grade levels and teachers will identify time for students to work in platform each week*
- *Teachers develop and implement student goal setting protocol for students*
- *Teachers communicate about new platform and student achievement during conferences and following all diagnostic assessments, students will present data as appropriate*
- *Teachers will discuss i-Ready diagnostic results and my path scheduling during evaluation goal setting*
- *Teachers will fill out proficiency charts for class and create class goals for moving students up levels in i-Ready*
- *Students will complete individual goal setting and monitor progress in i-Ready*
- *Teachers will receive written feedback on their use of i-Ready*
- *Teachers will meet with their evaluators following the second and third diagnostic assessments.*
- *Grade levels will present their student data in whole staff meetings in January and May*
- *Feedback regarding the use of i-Ready will be written in each teacher’s evaluation narrative.*
- *Ensure that students are meeting Curriculum Associates minimum implementation criteria identified within the research which is 30 minutes in the platform and a lesson pass rate of 70% or greater (Cook & Ross, 2022)*

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

- *District i-Ready resources, curriculum associates support, support by admin team*

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



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

- *Implementation Challenge: i-Ready is a new platform, time in the platform for students seems essential and also challenging to balance with core curriculum requirements.*
- *Potential Solution: Teachers identify time within independent work blocks/ rotations as well as during enrichment, teachers facilitate their own enrichment rather than walk to learn*
- **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *General budget and site budget*

Sources:

Cook, M., & Ross, S. M. (2022). *The Impact of i-Ready Personalized Instruction with Fidelity on 2021 MCAS ELA Achievement*. Final Report. Center for Research and Reform in Education

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

English Learners

- *Challenge: Bohach students who are English language learners/ emergent bilingual students struggled with WIDA results and i-Ready is not a comprehensive solution for this group of learners.*
- *Support: Good pedagogy and support throughout the day to help facilitate language learning (vocabulary, pictorial, discussion techniques, etc.) is needed throughout the day.*

Foster/Homeless:

- *Challenge: Students may not be able to access my path away from school. Teachers may want to limit my path to in school only so as to support all students.*
- *Support: Students struggling with absenteeism and or tardies may need support and referrals and alternative my path scheduling*

Free and Reduced Lunch:

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



- Challenge: *Students may not be able to access my path away from school. Teachers may want to limit my path to in school only so as to support all students.*
- Support:

Migrant:

- Challenge: *Bohach currently serves no children who meet the criteria for designation as “migrant.”*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Students in identifiable groups may fall behind the average.*
- Support: *We are setting goals based on all students making growth and moving up levels.*

Students with IEPs:

- Challenge: *Students may need additional time within the instructional day and may need intervention more frequently with a smaller student to teacher ratio.*
- Support: *Students who receive IEP services may be given additional time in the i-Ready my path in the resource setting and intervention will be done within a smaller group setting and smaller student to teacher ratio.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● We have some extremely effective teachers who could help guide us in determining high yield look fors/practices that make a difference in instruction. ● <i>Hach Talks, self-selected professional learning sessions facilitated by Bohach teachers for Bohach teachers were offered throughout the year last year and were very well received.</i> ● 	<ul style="list-style-type: none"> ● Consistent, high-level pedagogy for English learners is an opportunity for growth (vocabulary support, academic language, anchor charts/pictorial input, discussion) ● Consistent, effective and monitored independent practice within the lesson framework for approaching students (expect independence, check work, self rate..)
<p>Problem Statement: How can we improve pedagogy and content understanding that is agnostic (not dependent on a specific program) to better meet the needs of learners who are English learners and or who scored below level last year?</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>Over dependence upon programs for solutions</i> ● Lack of clarity over what the essential elements of daily lessons are and how to implement and monitor them 	



Adult Learning Culture

School Goal: *Increase the pedagogical skills of Bohach teachers n 3-5 high yield instructional strategies that align with the needs of our learners through professional development as measured by teacher survey and classroom walkthrough data.*

Formative Measures:

- *Completing one walkthrough per day to set a baseline.*
- *Increasing positive responses on post survey of teachers.*
- *Improving evidence of observed Difference makers over baseline by 10% each month*
Increasing teacher efficacy in the areas identified as Difference Makers

Aligned to Nevada's STIP Goal:

STIP Goal 1

STIP Goal 2

STIP Goal 3

STIP Goal 4

STIP Goal 5

STIP Goal 6

Improvement Strategy: *Professional Development.*

Bohach teachers will increase knowledge of content and pedagogy by Identifying, developing teacher competencies in and implementation of high yield instructional strategies.

Evidence Level: Professional Development demonstrates an effect size of $d=0.62$ (Hattie 2009) when they meet the 7 criteria (learning over time, involvement of experts outside the building, engaging teachers sufficiently, challenging prevailing discourse, talking to teachers about learning, supporting opportunities to learn, finding release time). This strategy meets the criteria for ESSA Tier 1 studies included in the meta analysis include other meta analyses, and qualitative and experimental designs demonstrating moderate effects on student achievement ranging over the course of 40+ years.

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

- *Teachers will determine Difference makers through a collaborative and shared leadership process beginning with focus groups and workshop time within the Navigation Team (site leadership team).*
- *Each admin will complete one written feedback to one teacher each day (5/week) on the difference makers demonstrated during instruction.*
- *Coach will support and give feedback around these elements.*
- *Administration will talk with teachers and teams of teachers about instruction in PLC, SLO review,*

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

Admin will lead the collaborative process for determining the Difference Makers, teachers will lead their own PD, the process will be accounted for through walkthrough data displays and the whole process will be memorialized by administration through the evaluation process.



data conferences and throughout the evaluation cycle.

- *Administration will pre and post conference on these elements within the evaluation cycle*
- *Administration will display walkthrough info in the office to keep each other accountable and see our progress as a staff*
- *Hatch Talks to support learning and mastery of each Difference makers will be offered during each teacher Professional Learning Day (October 9, January 8, February)*
- *Administration will include Difference Makers in 40/80/120 day evaluation narratives as well as the final narrative)*

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

- *Walkthrough form development*
- *Time for Hatch talks in Professional Learning days*
- *WCSD teacher professional growth system evaluation cycles, goal settings. Pre and post observation meetings, ratings and narratives.*

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

- *Implementation Challenge: Update during SPP Roadmap Development.*
- *Potential Solution: Update during SPP Roadmap Development.*

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

- *General budget*
- *Site budget*

Ginsberg, Y. C., Hollands, F. M., Holmes, V. R., Shand, R., Evans, P., Blodgett, R., Wang, Y., & Head, L. (2022). Does ESSA Assure the Use of Evidence-based Educational Practices? *Educational Policy*, 0(0). <https://doi.org/10.1177/08959048221127989>

Hattie, J. (2008). *Visible learning*. Routledge.

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



these challenges?

English Learners

- Challenge: *Students who are language learners benefit from vocabulary support/academic language support.*
- Support: *Including difference makers that address the development of vocabulary and academic language would be important.*

Foster/Homeless:

- Challenge: *Students in Foster and homeless have the highest rates of chronic absenteeism and may miss instruction.*
- Support: *Having strategies around spiral review of curriculum could be important.*
-

Free and Reduced Lunch:

- Challenge: *Students eligible for FRL have the high rates of chronic absenteeism and transiency and may miss instruction.*
- Support: *Having strategies around spiral review of curriculum could be extremely beneficial.*

Migrant:

- Challenge: *Bohach currently serves no children who meet the criteria for designation as “migrant.”*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Students in identifiable groups may benefit from seeing themselves and their experiences represented in the curriculum.*
- Support: *Focusing on equitable classroom practices could benefit all of our students and help them to see relevance in the curriculum as well as validation of their experience.*

Students with IEPs:

- Challenge: *Students who receive special education services may benefit from repeated exposure of material.*
- Support: *Having strategies around spiral review of curriculum could be extremely beneficial.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● Based on student climate survey data, students rated 6/8 SEL skills higher than the 21-22 school year (1 skill had no change, 1 skill had a -1% drop) ● Chronic absenteeism decreased from 16% to 13% 	<ul style="list-style-type: none"> ● Based on Parent Climate Data, parents rated the school lower in Communication with school Q1: I am kept informed about my child’s ongoing learning and progress and Q2: My child’s teacher(s) are available to discuss my child’s learning needs with me.



Problem Statement: How can we increase connectedness and improve academic outcomes?

Critical Root Causes of the Problem:

- *Parents may not understand their child's progress (MAP data was difficult to understand)*
- *Grades may not be accurately conveying student leaning and attainment of grade level mastery.*
- *Not feeling informed can lead to lack of meaningful engagement*
- *Parents lack meaningful tools*

Connectedness

<p>School Goal: <i>Increase favorable responses on Communication with school Q1: I am kept informed about my child's ongoing learning and progress from 88% to 100% by i-Ready reports following diagnostic assessments in August, January and May.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>Send reports home to all students after diagnostic assessments.</i> ● <i>Utilize parent reports during all parent teacher conferences in fall and spring.</i> ● <i>Communicate progress to 100% of families during Fall and Spring conferences.</i> 	<p>Aligned to Nevada's STIP Goal:</p> <p><input checked="" type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6</p>
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Improvement Strategy: *iReady*

Evidence Level: *iReady* meets the criteria of ESSA Tier 2 (moderate evidence) **Curriculum Associates funded research** indicates that students who participate in *iReady* “with fidelity” (30 minutes in my path per week per subject and lesson pass rate > 70%) have outgained their peers on end of year high stakes summative assessments (Cook & Ross, 2022). *There is, generally, a dearth of Independently funded studies and most show minimal gains or no gains for students who use i-Ready compared with non-treatment groups.*

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

- *Training for teachers by vendor in August, October, January and February.*
- *Ongoing collegial and coaching support on the platform.*
- *Distribution of parent reports and teacher led discussion following all three i-Ready diagnostic assessments.*
- *Teacher lead interactive discussion of i-Ready data during Fall and Spring conferences.*
- *Hach talks in October, January and February by Bohach staff for Bohach staff.*

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

- *I-Ready platform*
- *Teacher PD days*
- *Parent teacher conferences in fall and spring*
- *Time*

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

- *Implementation Challenge: Time for teachers to explore the platform will be a challenge.*
- *Potential Solution: Time on early release could be a solution.*

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

- *I-Ready is a WCSD district provided tool*

Lead: *Who is responsible for implementing this strategy? Update after Strategy Selection*

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



English Learners

- Challenge: *i-Ready reports may not be accessible in the family’s home language.*
- Support: *Translation services may be needed.*

Foster/Homeless:

- Challenge: *Foster families may not be aware of child’s progress if placements are made outside of conference windows.*
- Support: *Counselors will ensure that new families receive updated info.*
-

Free and Reduced Lunch:

- Challenge: *Students who are FRL eligible may have more barriers to attend conferences.*
- Support: *Zoom, virtual and asynchronous conferences will be offered.*

Migrant:

- Challenge: *Bohach has no students who meet the criteria for “migrant”*
- Support: *n/a*

Racial/Ethnic Groups:

- Challenge: *Cultural barriers between school and families may exist.*
- Support: *Teachers will communicate early and often in positive ways to all families via class dojo to build positive relationship before conferences.*

Students with IEPs:

- Challenge: *Families may have questions around how the progress relates to their child’s IEP goals and help understanding the gap between grade level and their child’s abilities.*
- Support: *Teachers will have a copy of the student’s IEP on hand during conferences and will consult with case managers to be prepared to discuss parent.*

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
<i>PFO meeting</i>	<i>9/12/23</i>	<ul style="list-style-type: none"> ● <i>There is more interest within the families to participate and be present in school. Today had record attendance of 26 people surpassing our previous record of 4 people in attendance.</i>

