# V: Revised Schoolwide Action Plan – 2024-2027

- **Based on the findings of the current mid-cycle report, further revise the schoolwide action plan as needed and include a link to the school's revised schoolwide action plan.**

**Schoolwide Action Plan**

**See following Pages...**

# Chapter V: School-wide Action Plan

**Goal 1 (Area of Improvement): School staff will identify and implement a reliable and valid method for assessing student academic progress and achievement in English Language Arts and math, and further enhance formative assessments to accurately reflect student mastery of Common Core State Standards.**

**Rationale: Critical Need:** Mid-Cycle findings concur two important findings: 1) Students in alternative academic settings like Casa Pacifica do not perform well on standardized assessments. Students in this environment do not take standardized assessments with fidelity and are rarely concerned about assessment results. 2) The NPS instructional teams have collaborated on embedded assessments that include projects, activities, and embedding in-the-moment questions through Socratic discussion that are used to provide assessment data about a learning outcome.

**Supporting 2021 to 2024 Data:** Between the 2021 and 2024 school year, there has been an overall increase of 5.32% in math overall i-Ready assessment math scores. This data was identified for students who have been with the NPS for two consecutive years over a three-year period. The NPS did not meet the goal of 10% as projected and has created additional strategies for working with our diverse, mobile student population.

During that same period (2021-2024) for the same student population, the NPS has seen an increase of 13.41% in ELA i-Ready assessment scores. The NPS has met the 10% goal projected in the original action plan.

**School-wide ELA and Math 2022-2024**
**Phonological Awareness, Phonics, and High-Frequency Words** – There was a slight reduction from 100% to 94.7% of students performing well.
**Vocabulary, Comprehension: Literature, Comprehension Informational Text** – There was an 14% increase in this area from 10% to 24.3% of students performing well
**Numbers and Operations** – 70% of students considered At Risk
**Algebra and Algebraic Thin**king – 85% students considered At Risk
**Measurement and Data** – 75% of students considered At Risk
**Geometry** – 87% of students considered At Risk

**Growth Targets:** The i-Ready Diagnostic is currently used as the assessment tool to determine initial baseline data and growth data in ELA and math.

**2024-25:** Five (5) percent increase in ELA and math from the original baseline data recorded at the time of enrollment over each year.

**2025-26:** Eight (8) percent increase in ELA and math from the original baseline data recorded at the time of enrollment. School-wide, for students taking the i-Ready Diagnostic as a semester benchmark, there will be an eight (8) percent increase in ELA and a five (5) percent increase in math (from the original or last assessment scores).

| | |
|---|---|
| 2026-27: | Eight (8) percent increase in ELA and math from the original baseline data recorded at the time of enrollment. School-wide, for students taking the i-Ready Diagnostic as a semester benchmark, there will be an eight (8) percent increase in ELA and a five (5) percent increase in math (from the original or last assessment scores). |

**SLO Addressed:**                                                                 Effort

**Impact on Student Learning of Academic Standards & SLOs:**

and learning strategies.  Effort
personal value of the assessment.

Students who are active participants in their education will show slow and steady progress toward proficiency of standards in ELA, math, and School-wide Learning Goals.  The SLO, Effort, is an expectation throughout the daily activities of each of our students, one that is                                                                 woven into the fabric of our interdisciplinary project-based curriculum and teaching implies that students will                                                                 complete the required assessments with integrity and understand the

| Monitor Progress Tools: | Report Progress: |
|---|---|
| • i-Ready Diagnostic – Students complete upon school registration and within 3 weeks of the end of each semester.<br>• KTEA Diagnostic – Students complete as a part of the triennial assessment.<br>• SBAC Assessment received from home districts (Casa Pacifica does not receive CAASP data for students.  Data is submitted directly to the home school/district).<br>• Progress on the ELPAC as identified by home school district assessment coordinators.<br>• The curriculum embedded alternative formative and summative assessments with Thematic Interdisciplinary Project-based learning are embedded within the curriculum for ELA and Reading.  Math is a standalone period. | • School-wide progress reporting dates 5-weeks within the start of each quarte<br>• Quarter grade reporting that includes progress toward identified academic and social emotional goals on the IEP<br>• End of semester grade reporting that includes course grades and progress toward identified academic and social emotional goals on the IEP<br>• Data Reporting: i-Ready Diagnostic assessment upon initial enrollment to establish baseline data and within 3 weeks of the end of each semester to determine progress.<br>• Embedded formative and summative assessments outlined throughout the curriculum.<br>• Action Plan Progress: Casa Pacifica staff will meet quarterly to discuss student academic progress and discuss process and procedure for the i-Ready Diagnostic.<br>• KTEA math and ELA data is used to support districts during triennial assessments.<br>• Instructional team meetings following each i-Ready administration are used to review i-Ready data and determine next steps to infuse appropriate ELA and math materials to work with each student on identified target areas of concern.<br>• The school-wide action plan will provide additional interventions for struggling students.<br>• Program Specialist and Case Manager will report to home school/district personnel at each IEP (annual and Tri) |

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT/ RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| The i-Ready and Achieve 3000 will be used as standardized assessments for ELA, reading and Math to assist staff in determining student progress in each of these areas.<br><br>i-Ready assessments are used up to three time per year to assess student academic progress – upon enrollment, within three weeks of the end of each semester.<br>Achieve 3000 is used with the high school and middle school to assist in reading levels and Lexile level growth over time.<br><br>Embedded assessments are used with "in-the-moment" questions during Socratic and didactic discussions and learning experiences.<br><br>Additional alternative assessments include oral and written presentations, projects, PowerPoint presentations, literary reviews, contextual learning, and teacher observations. | • Program Specialist<br>• Classroom instructors<br>• Principal<br>• Assistant Principal<br>• Curriculum teams | • Staff meet quarterly to review existing assessments and determine additional assessment methods that are appropriate and effective for the quarterly theme that are consistent with the Road to Success Academy Thematic Curriculum.<br><br>• School Budget – funding for online academic assessment programs is based on the annual student census.<br><br>• Staff will receive professional development activities in the areas of administration and interpretation of diagnostic tools identified for use during the school year.<br><br>• Instructional teams will be identified and placed in specific classrooms based on discussion with all staff and tier level. | • The i-Ready is currently in use.<br>• The KTEA is now used for each triennial assessment.<br><br>• Staff review the following assessment types that have been discussed and implemented for use:<br><br>Oral and Written Presentation<br><br>Projects<br><br>Embedded Assessments<br><br>PowerPoint Presentations<br><br>Contextual Learning Experiences<br><br>Teacher/staff observation<br><br>• Students will be assessed upon enrollment to identify baseline data in ELA and math.<br><br>• Students will be assessed at the end of each semester. | • Commencing 2023- 2024 Ongoing | • Teachers report annual results to staff.<br>• Program specialists and instructional team will share the selected assessment during IEPs.<br><br>• Instructional team will share incentive program with all staff during best practices. |
| Identify baseline data for all students at the end of the initial assessment.<br><br>Instructional team will meet quarterly to discuss student assessments, | • Case Managers<br>• Program Specialist<br>• Instructional Teams<br>• Site Principal<br>• Assistant | • NPS academic and clinical teams meet at monthly curriculum and instruction meeting | • Instructional teams will meet quarterly to review assessments and confirm the degree of effectiveness.<br><br>• Instructional team will meet quarterly to discuss the degree | • Commencing 2023- 2024 Ongoing | • Case managers will share results at monthly curriculum and instruction meetings.<br><br>• The outcome of |

| | | | | | |
|---|---|---|---|---|---|
| determine progress on implementation and the degree to which the incentive program is working to ensure student completion of the assessment with fidelity.<br><br>The instructional team will evaluate the assessment and incentive program each quarter to determine necessary changes to ensure assessments are complete and accurately reflect student knowledge. | Principal | | to which the incentive program is working to ensure students take and complete the assessments with fidelity.<br><br>• Instructional teams will meet to identify areas of concern for students and determine ancillary strategies and materials necessary to assist students who are struggling academically. | | instructional team meetings regarding assessment completion and the incentive program will be shared with all NPS staff.<br><br>• Staff will collaborate on the assessment tool, evaluate the assessment and incentive program, and make appropriate adjustments to both programs |
| Continue to develop and implement alternative assessments that accurately measure student progress with mastery toward common core standards | • Program Specialist<br>• Site Administration<br>• Instructional Team | • During monthly curriculum and instruction meetings, staff will identify best practices and collaborate on alternative assessment development and implementation.<br><br>• Instructional Teams will meet monthly to determine the effectiveness and degree to which alternative assessments taken by students accurately reflect student mastery of core content standards and school-wide learning outcomes.<br><br>• Instructional teams will evaluate and modify alternative assessments on an as needed basis during monthly curriculum and instruction meetings.<br><br>• Targeted interventions and assessment strategies will be developed and implemented in ELA and math as needed to assist students. | • Continue development and implementation of formative assessments that accurately reflect student mastery of common core state standards.<br><br><br><br>• Staff will identify and implement specific interventions in ELA and math for struggling students | • Commencing 2023- 2024 Ongoing<br><br><br><br>• 2023-2024 Ongoing | • The Instructional team will provide evidence at C & I meetings that alternative activities and assessments are being used to assess CCSS in all courses.<br><br>• All staff will collaborate and share formative assessment data with all staff.<br><br>• Staff will share modifications and changes in outcomes with staff at curriculum and instruction meetings. |

# Chapter V: School-wide Action Plan

**Goal 2 (Area of Improvement): Continue the development and implementation of MTSS/PBIS tiered program to identify major behaviors and traumatic mental health concerns preventing students from accessing their education.  Identify tiers and services for all students based on need.**

**Rationale: Critical Need:** The staff and leadership team has determined there is a need for a more effective MTSS/PBIS program.  There is a need to update support and response to intervention strategies to include a more targeted and intensive program for NPS youth.  Student behaviors have increased in intensity and interventions must be developed and implemented to correspond with targeted behaviors.

**Supporting 2021 to 2024 Data:** Over the past three years, student enrollment has doubled.  Increased enrollment has identified a proportional increase in incident reports.  Project-based learning, alternative assessments, and an incentive program provide structure to the day-to-day routines of most youth.  However, our MTSS/PBIS program, while working well for many, must provide an innovative and supportive strategic plan that addresses the significant mental health concerns identified by educational and clinical staff for all students with emotional disturbance.  The NPS staff is in year two of a three-year program, implementation, and working toward Year III, monitoring, and evaluation.

**Growth Targets:** Specific behaviors will be identified that directly limit access to education.  Ongoing behavior data will be collected through Live School, an incident report/discipline database, attendance records and PBIS Team monthly updates that will provide staff with updated information on specific behaviors.  Students exhibiting the most egregious behaviors with high incidence will be identified for increased support, allowing staff to provide targeted, individualized interventions to students with the greatest needs.

**2020-24:** Administer School Assessment Survey (SAS) twice annually.  Share areas of strength and areas of concern with staff and create an action plan to target areas for reduction or extinction.  Staff will collaborate with consultant, Dr. Paul Baker, to review all relevant behavioral data.  Site administration will share data with staff and receive feedback.  The PBIS team will meet with Dr. Baker to discuss development and implementation of a PBIS-based plan to address the highlighted areas of concern identified by staff.  Using available sources of information, identify critical areas/concerns that reduce or prevent students from accessing their education.  The staff is seeking a 10% reduction in the overall number of incident reports annually (proportional to student enrollment).

**2022-24:** After reviewing data and staff attendance at MTSS conference staff reviewed PBIS system currently in place and made collaborative decisions to restructure PBIS program to meet the unique needs of the Non-Public School setting.  PBIS team will create new school wide expectations and will seek feedback from school staff to modify school wide expectations.  The PBIS team will assess current incentive programs in each classroom and in each tier to identify the most successful cohesive incentive programs and modify programs across campus. Lastly, the PBIS team will create an appropriate data tracking system to ensure the fidelity of PBIS. This will take place via current data tracking systems to identify what is absent in comprehensive daily data tracking.

| 2024-27: | PBIS team will seek to progress towards establishment of new school wide expectations by; finalizing school wide expectations, preparing how expected behaviors will be taught across all grades and tiers – (i.e. creation of videos, lesson plans), teaching school wide expectations to students, and evaluating outcomes to ensure fidelity. PBIS team will seek to progress towards establishment and implementation of classroom and school wide incentive programs by; implementing incentive programs and staff coaching to ensure fidelity of programs identified, evaluating effectiveness, and implementing needed amendments, assessing current incentive programs school wide, implementing school wide incentive programs and evaluation of outcomes to ensure fidelity. PBIS team will seek to progress towards the creation of an appropriate data tracking system to ensure fidelity of PBIS by; developing strategies to improve deficiencies in data tracking and needs regarding resources, creating or adopting of appropriate data tracking systems, implementing staff coaching to ensure fidelity of data tracking systems identified, and evaluating of outcomes to ensure fidelity. |
|---|---|
| **SLO Addressed:** | Compassion, Accountability, Respect, Effort, Safety (CARES) |
| **Impact on Student Learning of Academic Standards & SLOs:** | Implementation of a PBIS system will provide the educational and clinical staff additional interventions and strategies more focused on specific student behaviors. Staff agree students who are in class for a longer period enhance academic and social/emotional success. |

| | Report Progress: |
|---|---|
| **STAFF**<br>• PBIS School Assessment Survey SAS<br>• PBIS Team Implementation Checklist (TIC)<br>• PBIS Tiered Fidelity Instrument (TFI)<br>• PBIS TFI Action Plan<br><br><br>**STUDENTS**<br>• Behavior tracking data.<br>• Incident reports and attendance reports gathered by staff.<br>• Analysis of behavioral data gathered by tracking system to include:<br>   • Time<br>   • Location<br>   • Antecedent and Consequence<br>   • Student Behavior<br>   • Specific Intervention<br>   • Response to Intervention | **STAFF**<br>• PBIS team meets monthly to review, analyze, and discuss data.<br>• PBIS team meets monthly with staff to share SAS behavioral data results and receive feedback.<br>• PBIS team meet to discuss staff feedback, clarify responses, and create a priority of climate areas to address.<br>• The PBIS team will meet to review the prioritized list of critical areas.<br>• Staff develop PBIS strategic plan to work through climate survey critical areas.<br><br>**STUDENTS**<br>• Identified staff will gather student behavior data using identified tracking system.<br>• The PBIS team analyzes data and reports to staff at faculty meetings.<br>• NPS instructional and clinical staff will discuss high profile students, antecedents, and major behaviors exhibited by students.<br>• Staff collaborate on existing MTSS/PBIS tiered program to ensure interventions and strategies exist and are placed in the appropriate tier.<br>• Twice annually, staff will evaluate the MTSS/PBIS program to determine efficacy and to ensure growth targets are being met |

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT/ RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| PBIS leads will attend MTSS conference and engage in PBIS mixer with regional representatives to assess how to effectively modify PBIS for an NPS Program. | • Principal<br>• PBIS Leads | • PBIS leads will take information gathered from attendance at said conference and teach out to staff at professional development week. | • PBIS leads will engage staff in a discussion around PBIS and its potential modifications to ensure staff understating of PBIS. | • Summer 2023-Fall 2023 | • PBIS leads conversed with Principal to address next steps based on information attained. |
| PBIS team will create new school wide expectations and will seek feedback from school staff to modify school wide expectations | • Principal/ Assistant Principal<br>• PBIS team<br>• All Staff | • PBIS leads will attend PBIS Tier 1 Training with Kern County, building Casa Pacifica's PBIS Handbook, and train staff on the information attained.<br>• PBIS leads will consult with PBIS regional representatives to assess how to modify PBIS effectively and accurately to sit the non-public school environment. | • The PBIS team will meet with all staff to ensure school wide expectations are agreed upon by all staff.<br><br>• The PBIS team will meet to review and discuss decisions made | • Fall 2024-summer 2025 | • PBIS team will report to the staff the final product of school wide expectations/ |
| PBIS team will assess current incentive programs in each classroom and in each tier to identify most successful cohesive incentive programs and modify programs across campus | • Principal/ Assistant Principal<br>• PBIS team<br>• All staff | • PBIS leads will attend PBIS Tier 1 Training with Kern County, building Casa Pacifica's PBIS Handbook, and train staff on the information attained.<br>• PBIS leads will consult with PBIS district representatives to assess how to modify PBIS effectively and accurately to sit the non-public school environment. | • The PBIS team will meet with all staff to ensure schoolwide incentive programs are agreed upon by all staff.<br><br>• The PBIS team will meet to review and discuss decisions made.<br><br>• The PBIS team will explore aspects of current incentive programs that have been successful.<br><br>• The PBIS team will research outside of the school incentive programs and use this data to make informed decisions about incentive programs. | • Fall 2024-Summer 2025 | • PBIS team will share feedback regarding the success of current incentive programs and explore ways to generalize this to the larger campus. |

| | | | | | |
|---|---|---|---|---|---|
| PBIS team will create an appropriate data tracking system to ensure fidelity of PBIS. | • Principal/ Assistant Principal <br> • PBIS team <br> • All Staff | • PBIS leads will attend PBIS Tier 1 Training with Kern County, building Casa Pacifica's PBIS Handbook, and train staff on the information attained. <br> • PBIS leads will consult with PBIS district representatives to assess how to modify PBIS effectively and accurately to sit the non-public school environment. | • The PBIS team will meet with all staff to introduce and discuss a newly identified school wide data tracking system. <br><br> • The PBIS team will meet to review and discuss decisions made and modify as needed. <br><br> • The PBIS team will explore aspects of current data collecting system that proves effective as well as areas of improvement. | • Summer 2025- Winter 2026 | • The PBIS team will share feedback regarding the success of current data tracking system and assess gaps in effectiveness. |
| Finalizing school wide expectations and creating visual aids for varying age groups and classroom tiers. | • PBIS Team <br> • Principal/ Assistant Principal | PBIS leads will consult with PBIS regional representatives to ensure variations of visuals used across campus are compliant with PBIS standards. | Attain feedback from NPS staff regarding visuals created for different age groups and classroom tiers. | • Summer 2025- Fall 2025 | • The PBIS team will present final visual aids and discuss appropriate places and settings across campus. |
| Preparing how expected behaviors will be taught across all grades and tiers – (i.e. creation of videos, lesson plans) | • PBIS Team <br> • Principal/Assistant Principal | PBIS team will begin to identify necessary behaviors and skills for videos and lesson plans to focus on based on age group and classroom tier | • The PBIS team will introduce skills and discuss the importance of videos and lesson plans. <br> • The PBIS team will include staff and encourage staff to volunteer to be a part of PBIS videos as well as lesson plan creation. | • Fall 2025 to Spring 2026 | • PBIS team will finalize videos and lesson plans and place them into a shared drive accessible by all NPS staff |
| Teaching school wide expectations to students | • PBIS Team <br> • NPS Administrative Team <br> • All NPS Staff | PBIS team will review visual aids as well as videos and lesson plans | • The PBIS team will introduce and review a new skill each week at the school staff meeting. <br> • PBIS team will facilitate role playing as a way for staff to practice the introduction and implementation of school-wide expectations to students. | • Spring 2026 to Summer 2026 | • PBIS team will meet to discuss staff engagement and determine if additional resources are needed to increase fidelity. |

| Implementing incentive programs and staff coaching | • PBIS Team<br>• All NPS Staff | PBIS Leads and NPS clinical staff will teach effective implementation of behavioral work needed for fidelity of incentive programs. | The PBIS team and NPS clinical staff will observe and review staff's effectiveness in implementing said incentive plans. | • Spring 2026 to Summer 2026 | • Use of data collection to inform NPS staff of the effectiveness of implemented incentive plans. |
|---|---|---|---|---|---|
| PBIS team will seek to progress towards the creation of an appropriate data tracking system | • PBIS Team<br>• Principal/Assistant Principal. | PBIS leads will research potential data tracking systems and discuss options that match needs with principal and assistant principal.<br><br>PBIS leads will introduce selected data tracking system to PBIS team and obtain feedback.<br><br>PBIS team will become familiar with identified data tracking system. | The PBIS team will review monthly data gathered and assess for accuracy in capturing necessary behaviors, through identified data tracking system. | • Fall 2026- Spring 2027 | • The PBIS data tracker will introduce the findings. |

# Chapter V: School-wide Action Plan

| Goal 3 (Area of Improvement): Improve parent, guardian, caregiver involvement with their child's learning and the Non-Public School |
| --- |

**Rationale: Critical Need:** The NPS self-study identified a serious lack of parental, guardian, caregiver involvement with their child's education. Research indicates students show improved socials skills and behaviors when parents are directly involved in their child's education. Additionally, significant cognitive development takes place during early years of personal development and education. Parent involvement helps to extend the classroom and teaching beyond the classroom and into the home. Children with extended opportunities often perform better in school.

**Supporting 2017 to 2019 Data:** During the NPS Back to School Night, school-wide special evening dinners, and special occasions, the education and clinical staff make appeals and provide opportunities for parents to become more involved in their child's educational experience.
Between 2017 and 2019, very few parents have accepted the opportunity to become involved to any degree possible.
However, the NPS does have parents who, for birthdays and special occasions, provide kids with pizza and cupcakes.
The goal is to create more immediate access and involvement with each family regarding their child's experience at Casa Pacifica.

Currently, there is little evidence to support parent involvement outside of when their student has exhibited behaviors that require the child to be sent home, placed in in-house suspension, or suspended. Many Casa Pacifica NPS parents express difficulty in working with their child at home, especially when the child decides they are not going to attend school. Parents/guardians also reflect to staff when the child exhibits poor behavior in the home. As a result, parents become complacent and support for all activities, including school, becomes minimal.

**Growth Targets:** The overall growth target is to have 90 percent of parents participate to some degree in their child's education.
To achieve that goal, the education and clinical teams with the NPS will have to develop a series of activities and trainings to provide parents and an opportunity to create a culture that represents all parents must be involved at Casa Pacifica when their child attends. Parent participation must become integral to the education of their child.
Staff anticipate greater parent involvement will lead to reduced student incidents and increase student involvement in taking responsibility for their education.

Spring 2024-Spring 2025: Increase student/parent participation in the non-public school by 5 percent over two years evidenced by sign in sheets for trainings and visitations.

Spring 2025-Spring 2026: Increase student/parent participation in the non-public school by 5 percent over two years evidenced by sign in sheets for trainings and visitations.

Spring 2026-Spring 2027: Increase student/parent participation in the non-public school by 5 percent over two years evidenced by sign in sheets for trainings and visitations.

**SLO Addressed:**                                            Compassion, Accountability, Respect, Effort, Safety

**Impact on Student Learning of**          All staff are aware of the impact parents have on student education and behavior in school.  Parents are viewed as a resource to support
**Academic Standards & SLOs:**          students.  Without that resource, students at Casa Pacifica often feel as though nobody cares.  It is during this time when student behaviors
                                                                   begin to escalate, and student access to education is significantly diminished.  Creating a culture where every parent is involved in the
                                                                   education of their child helps to assure academic and social/emotional success of their student/child.

| Monitor Progress Tools: | Report Progress: |
| --- | --- |
| <ul><li>Staff meets to brainstorm ideas for parent involvement – Creates a list to discuss and select.</li><li>School-wide staff collaborate on school-wide activities both in and out of school where parent participation is expected.</li><li>Education staff will research the impact of parent/student meetings during all grading periods.</li><li>The school Liaison will promote school-wide celebrations to all parents whose children will be receiving honors.</li><li>Staff will create a parent team for the purpose of reaching out to parents by phone, email, text, and social media.</li></ul> | <ul><li>Staff will generate a list of ideas to propose to parents that will give them opportunities to contribute in some way to the school.</li><li>NPS staff will develop and implement school-wide activities for students, parents, and families.</li><li>School liaison and selected staff will create a list of school-wide celebrations and report to staff the number of parents they were able to contact.</li></ul> |

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT/ RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---|---|---|---|---|
| The Clinical Team will maintain ongoing collaboration with client caregivers on an individual basis to assist caregivers in better understanding the mental health issues of their child. | • NPS Clinical Staff | • The clinical team will solicit staff feedback at ongoing staff meetings on student areas of concern to address with caregivers. <br><br>• NPS clinical and academic staff | • Clinical team will identify individual student needs to provide parent coaching to enhance their knowledge and skills for working with their child in environments outside the education setting. | • To be measured Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026, Spring 2027 | • Clinical Team will monitor opportunities for individual family engagement. <br><br>• The clinical team will provide input on their efforts with the school leadership team. |

| | | | | | |
|---|---|---|---|---|---|
| • NPS School Parent Engagement team was created in March 2020 to develop a list of school-wide celebrations and promote each event to all parents, especially those receiving awards. <br><br> • The NPS will convene a small team to assist in the promotion of school-wide celebrations, connecting with parents for attendance, and creating a plan to maximize the number of NPS participants. | • School Parent Engagement team (School Liaison, Clinical Program, Lead Clinician, Manager, various NPS staff | • Meeting time for the School Liaison and the selected staff to meet and notify parents. <br><br> • Event planning budget to cover awards, décor, games, meals, etc. | • The School Parent Engagement team will provide a calendar of school-wide celebrations and events to all staff for approval. <br><br><br> • A small team will be developed for the purpose of organizing special celebrations, parent/family holiday nights, and creating a plan to contact all parents regarding each event. <br><br> • School wide special events to be shared with families via email. | • Spring 2024, ongoing To be measured Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026, Spring 2027 <br><br> • Spring 2024 <br><br><br> • To be measured Spring 2024, Fall 2024, Spring 2025, Fall 2025, Spring 2026, Fall 2026, Spring 2027 | • The School Parent Engagement team will provide staff with a calendar of special events, including honors celebrations and special family holiday evenings. <br><br> • Parent Engagement team will create flyer invitation for each event planned and notify parents via email |