

EPACS Performance Improvement Plan – Charter Renewal

Executive Summary

Aspire East Palo Alto Charter School (EPACS) developed this Performance Improvement Plan in response to its placement on the California Dashboard Low Track for charter renewal. While the Dashboard reflects areas requiring significant improvement, it does not fully capture the substantial work undertaken over the past two years to strengthen instructional systems, stabilize leadership, and build the organizational capacity necessary to improve student outcomes.

This plan represents more than a collection of improvement strategies: It reflects a deliberate examination of the root causes contributing to student performance and outlines a coherent, multi-year strategy designed to produce sustainable improvement across academic achievement in ELA and Math, English language learner outcomes, and chronic absenteeism.

Understanding the Root Causes

Over the past several years, EPACS experienced several conditions that limited its ability to consistently deliver high-quality Tier 1 instruction across all classrooms. Most significantly, staffing instability—particularly in middle school—resulted in inconsistent instructional delivery, interruptions to student learning, and reduced leadership capacity to provide ongoing coaching and feedback to teachers. At the same time, key instructional improvement systems, including progress monitoring, data analysis, instructional calibration, and continuous improvement cycles, were implemented with varying levels of consistency across grade levels. Collectively, these factors limited the school's ability to sustain coherent instructional practices and accelerate student achievement.

Staffing transitions have been a significant contributing factor to instructional inconsistency. Frequent turnover within the middle school team required school leaders to dedicate substantial time to recruitment, onboarding, and immediate operational needs, reducing opportunities for sustained instructional coaching and capacity building. Although the school invested in strengthening staff collaboration and cultivating a positive culture of belonging, maintaining consistent instructional quality across classrooms remained challenging. These experiences reinforced the importance of building stronger systems that are less dependent on individual personnel and more capable of ensuring high-quality instruction regardless of staffing changes.

As school leaders engaged in deeper analysis of student achievement data, classroom observations, and external reviews through partnerships with the San Mateo County Office of Education and Leading Educators, several interconnected root causes emerged:

- Inconsistent implementation of high-quality Tier 1 instruction across classrooms;
- Limited coherence in instructional expectations, curriculum implementation, and teacher coaching;
- Progress-monitoring systems that did not consistently translate student data into instructional action;
- English learner systems that lacked coordinated monitoring of language development, reclassification, and differentiated instructional supports;

- Attendance systems that required stronger proactive intervention and family partnership before students became chronically absent.

Rather than addressing these challenges through isolated initiatives, EPACS has intentionally focused on strengthening the instructional systems that drive student outcomes.

A Coherent Improvement Strategy

The school's improvement strategy centers on one overarching belief: ***When every student consistently experiences rigorous, standards-aligned Tier 1 instruction delivered by well-supported educators within coherent instructional systems, student outcomes improve.*** Accordingly, EPACS has organized its improvement efforts around five strategic priorities:

- **Strengthening Tier 1 Instruction**

The school has established a common instructional vision through its "Instructional North Star," strengthened curriculum implementation, expanded standards-aligned planning, refined instructional coaching, and increased expectations for academic discourse, student engagement, and rigorous learning experiences across every classroom. The instructional vision was built collaboratively with the Instructional Leadership Team, teachers, and families, defining core practices expected in every classroom across all grade levels. The North Star and aligned expectations have been integrated into EPACS's planning tools and meeting structures, with further refinement planned for the coming school year. For example, the Instructional Leadership Team used the Aspire Student Learning Framework (a coaching tool that outlines student instructional moves) to calibrate observations and peer feedback to focus on Engaging Questions & Checks for Understanding, and Academic Discourse.

Aspire East Palo Alto Charter School's Instructional North Star



At EPACS, our vision is to provide a safe and nurturing learning environment where students are affirmed, supported to take intellectual risks, and empowered to co-construct a joyful learning community together. At EPACS, students' cultures, languages, and lived experiences are the foundation of grade-level, rigorous instruction. In partnership with our families, we will encourage students to engage in complex problem-solving, use their full linguistic repertoire, and construct knowledge through structured dialogue. Students will demonstrate their learning in multiple ways with teachers facilitating academic excellence through data-informed, research-based strategies, restorative practices, and rigorous instruction. When our students graduate, they will be prepared to become engaged citizens in their community and the world.

ENGAGING QUESTIONS and CFUs	We ask engaging questions and use total participation techniques to check for understanding every 3-5 minutes.
GROWTH MINDSET	We encourage students to set and reflect on SMART goals, and to use SEL strategies to grapple in challenging moments.
ACADEMIC DISCOURSE	We use accountable talk and academic language to deepen understanding and achieve the learning objective.
ANCHOR CHARTS	We post and reference anchor charts to make current content and strategies accessible and to support students in connecting new and past learning.
EXIT TICKETS	We use Criteria for Success and Exit Tickets to assess learning and drive next steps.

- **Building Instructional Leadership Capacity**

Recognizing that instructional improvement depends upon leadership capacity, EPACS has expanded the role of its Instructional Leadership Team, implemented more consistent walkthrough and coaching structures, strengthened calibration around instructional expectations, and invested in ongoing leadership development through partnerships with Leading Educators and other professional learning organizations.

- **Developing Consistent Data and Continuous Improvement Systems**

The school has shifted from isolated assessment review toward systematic progress monitoring using multiple measures, including i-Ready, Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), classroom assessments, student work analysis, and

California Dashboard indicators. Teachers and leaders now engage in structured data cycles designed to translate assessment results into instructional adjustments and targeted intervention.

- **Strengthening Support for Multilingual Learners**

Through its partnership with the San Mateo County Office of Education, EPACS conducted a comprehensive review of its multilingual learner systems, resulting in significant changes to English learner progress monitoring, designated and integrated ELD implementation, reclassification processes, professional learning, and leadership accountability. These efforts position the school to significantly improve English Learner Progress Indicator (ELPI) outcomes and reclassification rates over the next two years.

- **Creating Coordinated Systems of Student Support**

Recognizing that academic success depends upon students consistently attending school and receiving timely intervention, EPACS has strengthened attendance monitoring, expanded family engagement efforts, refined COST and SST processes, and improved coordination among academic, behavioral, and social-emotional support systems.

Evidence of Early Progress

While this plan primarily focuses on future improvement, several important indicators suggest that the school's strategic changes are beginning to produce positive results.

Preliminary internal assessment data from the 2025–26 school year demonstrate encouraging growth across multiple grade levels in English Language Arts and Mathematics, particularly in grades where instructional systems have been implemented most consistently. Teachers are demonstrating stronger ownership of student achievement data, instructional planning has become more standards-aligned, and classroom observations indicate increasing consistency in implementation of the school's instructional expectations.

Similarly, the school's review of multilingual learner programming has already resulted in improved systems for identifying students needing additional support, monitoring progress toward reclassification, and strengthening instructional practices for English learners.

Although meaningful improvement on state accountability measures requires sustained implementation over multiple years, these early indicators reinforce that the school's strategic investments are beginning to strengthen both instructional practice and student learning.

Looking Ahead

The work outlined in this Performance Improvement Plan is designed not simply to improve individual indicators, but to establish sustainable systems that continuously improve teaching and learning over time.

Throughout the implementation of this plan, EPACS will regularly monitor progress toward its goals, evaluate the effectiveness of its strategies, and refine its actions based on student outcome data. School leaders, teachers, regional partners, and external organizations will work collaboratively to ensure that improvement efforts remain focused, coherent, and responsive to student needs.

EPACS is confident that the systems established through this work—including strengthened instructional leadership, coherent Tier 1 instruction, robust progress monitoring, comprehensive support for multilingual learners, and coordinated student intervention structures—provide a strong foundation for sustained improvement in student achievement and organizational effectiveness.

Two-Year Performance Improvement Plan

Specific Growth Area California Dashboard's English Learner Progress Indicator (ELPI) and Reclassification Rate (RFEP Rate)	
Year 1 goal (2026–2027)	10%+ increase of At Risk & LTELs will reach their Typical Goal on i-Ready Reading EOY
Year 2 goal (2027–28)	10%+ increase of At-Risk & LTELs will reach their Typical Goal on i-Ready Reading EOY
Year 1 improvement plan	Internal EL programming review. During the 2025–26 school year, EPACS partnered with the San Mateo County Office of Education (SMCOE) through the Differentiated Assistance process to address English Learner Progress Indicator (ELPI) outcomes. As part of this work, the school conducted a comprehensive review of its English Learner programming, including process mapping of the reclassification system to identify barriers and opportunities for improvement. The SMCOE partnership arc included learning walks and bi-weekly planning meetings. EL program review findings. The EL program review helped broaden the academic and instructional team's understanding of the school's English learners — specifically their wide distribution of academic needs, and the range of tailored strategies that could address them. An especially important revelation was the volume of at-risk long-term English learners (LTELs) and newcomers in comparison to what's typical in a California public school. (For example, 14.3% of our students were classified as "newcomers" in 2024–25. In comparison, the overall percentage of newcomers statewide during the same year was 4.1%.¹) Further, the reclassification process mapping revealed that the former staff member responsible for tracking reclassification-eligible students and holding family meetings was not consistently fulfilling that role; a new staff member has since taken over with accountability checkpoints from the leadership team.

¹ California Department of Education. "Title III Immigrant Student Demographics." Accessed June 1, 2026 from <https://www.cde.ca.gov/sp/ml/t3immdemographics.asp>.

Addressing instructional staff need for fine-tuned and tailored ELD supports. In 2025–26, staff participated in foundational professional development focused on the California ELD Standards, designated and integrated ELD instruction, and evidence-based practices for supporting multilingual learners. Such capacity-building actions arose from the discovery through the SMCOE partnership that previous teacher professional development focused on basic scaffolding was not adequate given the scale and complexity of EPACS’s English learner needs. As an example of new professional development, during this second year (2025–26) of EPACS’s two-year partnership with Ensemble Learning, teachers received training and coaching on QSSSA (Question, Signal, Stem, Share, Assess), a signature Integrated ELD instructional practice designed to increase academic discourse, language production, and student engagement across grade levels and content areas.

Recognizing the broad range of student language needs, the school also further developed its individualized multilingual learner profiles, identifying Long-Term English Learners (LTELs) and students at risk of becoming LTELs, and implemented targeted supports, including an intentional ELPAC administration plan designed to improve student access and performance.

Arc of MLL Work			
	Fall	Winter	Spring
25/26	Data Analysis & Planning Meetings with Ensemble Learning Ensemble Walkthrough 3 cycles of Ensemble coaching Ensemble Learning Leadership Coaching with AP	Data Analysis & Planning Meetings with SMCOE MLL Walkthrough with SMCOE identifying utilizing At Risk LTEL & LTEL data Part 1 DELD/IELD/Standards with SMCOE	Part 2 of DELD/IELD/Standards Unpacking ELPAC Score Reports and Creating Class Profiles Strategic Summative ELPAC administration plan
26/27	Part 2 DELD/IELD Standards with SMCOE ELPAC Practice Tests and Progress Monitoring	Multi language learner committee launch ELPAC Practice Tests and Progress Monitoring	Reclassification celebrations

	27/28	Determine based on 26/27 data	Determine based on 26/27 data	Determine based on 26/27 data
Year 2 improvement plan	More structured team data dives on English learner subgroup performance and data-informed differentiated supports. Our EL program review revealed that in EPACS's recent past, subgroup data discussions focused more time on trends for racial/ethnic groups and students with IEPs than for other subgroups. To expand structured time for more deliberate, consistent focus on English learner profiles, EPACS will implement a schoolwide initiative focused on establishing regular data cycles to monitor student progress using multiple measures, including ELPAC results, formative assessments, writing samples, classroom observations, and reclassification indicators. Particular attention will be given to monitoring the progress of LTELs, students at risk of becoming LTELs, and newcomer students. In other words, the practical impact will be that English learner subgroup data review will be a consistent, designated agenda item across EPACS's relevant team meetings. The school will also use that time to seek and leverage opportunities to strengthen systems to ensure designated and integrated ELD are consistently protected and implemented with fidelity.			
	Creating more distributed leadership on EL progress monitoring and supports. One new structure to increase coherence and accountability is that EPACS will establish a Multilingual Learner Committee comprised of school leaders, teachers, and support staff. The intention is to create a cross-functional team structure that decentralizes EL progress monitoring, instructional planning, and differentiated supports. The committee will meet regularly to review student data, monitor progress toward ELPI goals, coordinate interventions and enrichment opportunities, and strengthen family engagement efforts – improving accountability through regular reporting. In addition to improving academic outcomes, the committee will ensure multilingual learners are recognized, celebrated, and supported in their social-emotional development and sense of belonging within the school community. Continued professional development on ELD instructional strategies. To further build staff capacity, EPACS will continue its partnership with SMCOE and provide professional learning focused on effective instructional practices for multilingual learners. Training will begin during Summer Professional Development and continue throughout the school year through coaching, classroom observations, and feedback cycles aligned to the school's instructional priorities.			

	Strengthening reclassification accountability checks. After rehiring the previous position that managed the reclassification process, EPACS will conduct accountability checks to ensure that the reclassification team is implementing a transparent and coherent process for English Learners that includes shared criteria, aligned assessments, and structured decision-making timelines. In monitoring system implementation, the leadership team will check for accurate student identification, consistency in supports throughout students' language development journey, and follow-through of reclassification procedural action in a timely and equitable manner when students demonstrate readiness. Through these actions, EPACS aims to improve ELPI outcomes, increase reclassification rates, reduce the number of students becoming Long-Term English Learners, and strengthen the overall educational experience for multilingual learners.
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Specific Growth Area ELA	
Baseline	Mclass EOY (k-2): 50% students well below benchmark 33% student at and above benchmark iReady ELA (3-8): 107% median typical growth (Typical Growth demonstrates the average annual growth for students who start at a similar level of proficiency.) 17% met their stretch growth goal (Stretch growth demonstrates annual growth which puts below grade level students on a path towards proficiency and on grade level students on a path to achieve/maintain advanced proficiency levels.)
Year 1 goal (2026-27)	Mclass Goal: 15% reduction in students well below benchmark at EOY administration 50%+ of students at and above benchmark at EOY administration iReady ELA: 110%+ median typical growth 25% met their stretch growth goal

Year 2 goal (2027–28)	Mclass Goal: 15% reduction in students well below benchmark 60%+ of students at and above benchmark iReady ELA: 110%+ median typical growth 30% met their stretch growth goal
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Specific Growth Area Math	
Baseline	iReady Math: 90% median typical growth (Typical Growth demonstrates the average annual growth for students who start at a similar level of proficiency.) 18% students met their stretch growth goal (Stretch growth demonstrates annual growth which puts below grade level students on a path towards proficiency and on grade level students on a path to achieve/maintain advanced proficiency levels.)
Year 1 goal (2026–27)	iReady Math: 100% median typical growth 25% students met their stretch growth goal
Year 2 goal (2027–28)	iReady Math: 110% median typical growth 30% students met their stretch growth goal

ELA and Math: Improvement Plan

Professional development to reset instructional coherence. In response, we have strengthened our focus on staff retention and instructional coherence through more robust and responsive professional learning opportunities, including increased teacher voice in PD planning, structured collaboration within grade-level and departmental teams, and targeted coaching support through instructional coaches and the Aspire induction program. Among the professional development domains covered were unpacking the Common Core State Standards, strengthening instructional practices, and designing high-quality, rigorous, and standards-aligned learning tasks using specific question stems – leveraging language from the SBAC.

Arc of Tier 1 Instructional Coherence Professional Development Focus			
	Fall	Winter	Spring
25/26	Standards-Aligned Instruction Adopted Curriculum	Scope & Sequence with SBAC Blueprint Standards Focus: Reading, Writing, Listening, Number & Operations, Supporting/Additional Clusters	IAB Data Analysis and Action Planning SBAC Prep
26/27	Module Internalization and Daily Lesson Planning Alignment Focus on Crafting Engaging Questions and Checks for Understanding; Exit Tickets IAB Data Analysis and Action Planning	Focus on Academic Discourse, Growth Mindset, Anchor Charts IAB Data Analysis and Action Planning SBAC Prep	IAB Data Analysis and Action Planning SBAC Prep
27/28	Determine based on 26/27 data	Determine based on 26/27 data	Determine based on 26/27 data

ELA and Math: 2025–26 Improvement Plan

Academic data monitoring refined to distribute ownership. We have started refining our data systems and practices to ensure teachers have timely, actionable information and are supported in using data to inform instructional decisions that improve student math and reading outcomes. In previous years, our interventionist team members held deep familiarity with student data, while classroom teachers did not share the same depth of ownership in understanding their students' performance trends on progress toward mastery of Common Core State Standards. Throughout 2025–26, EPACS engaged in ongoing data analysis and action planning using multiple internal assessments, including i-Ready Diagnostic tests, to identify trends and respond to student learning needs – with the renewed focus on having teachers own, understand, and follow the CCSS mastery trends of their students. This work was supported through regular data talks in separate department humanities and STEM meetings, where grade-level teams collaboratively examined student work and assessment data to inform instructional decisions and intervention planning. Going forward, EPACS will bring greater intentionality to the datasets that the instructional leadership team will ask teachers to monitor and explore at data meetings. For example, the school may ask teachers to focus

on the same set of standards that students may be struggling with across multiple weeks rather than tracking disparate data points week to week.

Scope and sequencing using the SBAC Blueprints. To ensure alignment and coherence in instruction, we developed an instructional scope and sequence grounded not just in the Common Core State Standards but also a resource called the SBAC Blueprint. The Blueprint serves as the CAASPP's design guidelines, including the CCSS-aligned skills that students must demonstrate, the cognitive categories of prompts (e.g., recalling knowledge, analytical writing, etc.), and question formats. Using the SBAC Blueprint as an additional anchor for developing the scope and sequence was a new practice in 2025–26. EPACS's additional use of the resource allowed the school to center data discussions on a cluster set of standards by grade and longitudinally.

Resetting test-taking culture and test-taking strategies. In 2025–26, we reset elements of our school's SBAC testing culture and provided new test-taking strategies. For the first time, the school led students through effective test-taking practices for navigating the SBAC online platform. For example, we taught students to use physical scratch paper to work through prompts using handwritten notes and drawings as opposed to only mentally processing questions. We also attempted to reduce the pressure students might feel during the annual State test period by actions such as displaying family-made affirmation posters in the hallways. By the end of the 2025–26 year and for the first time in the school's history, zero students opted out of taking the SBAC assessments. We attribute the shift to strengthened staff, student, and family education on the exams, as well as a cultural shift toward promoting opting *in* to test-taking.

Addition of interim assessment blocks to progress monitoring. Another important structure was consistently monitoring student progress through a variety of formative and interim measures, including exit tickets, Interim Assessment Blocks (IABs), Focused Interim Assessment Blocks (FIABs), i-Ready diagnostics, and i-Ready Standards Mastery assessments, allowing us to make timely instructional adjustments and provide targeted support. New in 2025–26 was the addition of the IABs and FIABs, allowing teachers to monitor progress of standard mastery with a reduced time gap after instructional units. For this next year (2026–27), teachers have already mapped out pacing guides with embedded IABs and FIABs to create ongoing and more frequent checkpoints of student standard mastery.

ELA: “Summer Reading Challenge” initiative. In terms of ELA-specific improvement actions, at the end of the 2025–26 school year, EPACS launched a TK–8 Summer Reading Challenge to support continued literacy engagement outside of the school year. The initiative is designed to build student reading stamina, reinforce foundational skills, and promote a culture of reading across grade levels.

Math: Calibration of coaching to teachers. In terms of math-specific actions, noticing a previous pattern at the school of teachers receiving more general instructional coaching as opposed to subject-matter coaching for effectively teaching a lesson's relevant math standards, EPACS partnered with Leading Educators to pivot in its approach. Coaching calibration throughout the year involved engaging in learning walks where leaders practiced giving specific, actionable feedback to teachers using Leading Educators' tools. For example, if observing a lesson where the standard calls for conceptual math understanding but students were engaging in computational work, the coaching was calibrated to specifically point out such a gap in the planned student practice. To further strengthen instructional leadership capacity, the Assistant Principal participated in the UnboundED Standards Institute for Math pathway at the end of the 2025–26 school year to deepen expertise in mathematics instruction and coaching.

Preliminary ELA and Math Results of 25/26 Improvement Plan

Additionally, preliminary 2025–26 assessment data indicate positive growth across grades 3–6 in both English Language Arts and Mathematics. In 2025–26, EPACS exceeded i-Ready’s standard of minimum growth expectations for a majority of its grades in both math and ELA. (For more detail, see the “Charter Renewal Criteria” section of the renewal petition.) These outcomes suggest that the school’s focus on standards-aligned instruction, data-driven decision-making, and targeted professional development is beginning to positively impact student achievement. EPACS will continue to analyze final state and local assessment data to refine instructional practices and sustain academic growth for all students.

In our 2025–26 Math data, we observed growth in 6th Grade Mathematics. However, there was a notable decline in 7th and 8th Grade performance, which we attribute in part to unfinished learning from prior grade levels. These cohorts have also experienced staffing instability over the past two years, including teacher vacancies and transitions, which impacted instructional continuity and consistency of math instruction.

ELA and Math: 2026–27 Improvement Plan

In 2026–27, EPACS’ Performance Improvement Plan focuses on strengthening instructional coherence and ensuring all students receive high-quality, targeted support across TK–8. For example:

- **ELA “Walk to Read” model.** In ELA, the school will implement shared intervention blocks to support a consistent “Walk to Read” model and systematic phonics instruction, ensuring foundational literacy skills are explicitly taught, reinforced, and accelerated for students who need it most. Walk 2 Read is a shared intervention block during which students across multiple grade levels share a reading period at the same time, allowing teachers to form and support mixed-grade, level-based groups. The model will be expanded to the middle school, and we expect our students to receive the benefits of differentiated supports by reading level, exposure to multiple teachers’ instructional styles and assets, and cross-grade peer relationships.
- **Math Center model.** For math, we will fully implement Math Centers as a shared instructional practice to support differentiated instruction and better meet the needs of students performing at varying proficiency levels. This model will provide structured opportunities for targeted practice, conceptual understanding, and skill reinforcement within a coherent classroom routine. In 2025–26, a few classrooms piloted the structure by which 20 to 25 minutes was allocated to the math block for small groups of students to rotate through activities designed to support instruction using complementary and targeted strategies – e.g. one group may be receiving iReady personalized instruction, another receiving direct instruction from a teacher on a standard that a majority of students failed to learn, one group using manipulatives collaboratively to solve a word problem, and one more set of students tackling practice questions independently.

Continued protection of designated and integrated ELD time. EPACS will continue to protect designated and integrated ELD time across TK–8, ensuring English Learners receive consistent, high-impact language development that is embedded within strong core instruction and delivered through targeted language instruction. For example, with regards to integrated ELD, the EPACS lesson planning process (e.g., the writing template and coaching discussions) will now consistently include explicit prompts to build out an appropriate strategy every week, with opportunities for instructional coaches to observe for them during classroom visits. As an example of better-protected designated ELD, EPACS will create a new, separate designated ELD block in its instructional schedule as opposed to embedding it in the reading intervention block. This way, our English learners have access to increased reading support time.

Continued refinement of progress monitoring systems. EPACS will build on its strengthened foundation of clear, consistent progress-monitoring checkpoints across all grade levels and intervention systems. These checkpoints will support ongoing review of student growth data, timely instructional adjustments, and responsive supports aligned to student needs. As mentioned, for the 2026–27 school year, teachers have already mapped out pacing guides with embedded IABs and FIABs to create ongoing and more frequent checkpoints of student standard mastery. Student progress will also be more consistently integrated with our COST and SST processes to ensure early intervention, with structured check-in time during data talks to explore such additional supports.

Further, staff will be introduced to a new schedule change to accommodate more data-grounded collaboration time. Specifically, teachers will stay until 4 pm on Mondays and Wednesdays (extended from the current 3:30 pm endtime). Mondays will be designated Professional Learning Community days; Wednesdays will alternate between free planning time for all faculty and instructional leadership planning time. (See the sample schedule below.)

	Monday	Tuesday	Wednesday	Thursday	Friday
School Day	Prep	Prep	Prep	Prep	
3:15-4:00pm	Weekly PLC and Data Talks (TK-2, STEM, HUM) Wellness Tier 1		Week A: Grade Level Meeting Week B: Worktime / ILT / Wellness Tier 2/3		12:45-1:15 Community Building 1:15-3:30 Instruction (By Content Alternating)
				3:15-4:15 EAT Meeting <i>*EAT has many events on Thursdays</i>	
			(ILT Until 5)		

Ensuring “North Star” instructional expectations are consistently met. EPACS will build on its shared instructional vision (our “North Star” document) anchored in clear, schoolwide instructional practices that are visible and accessible to students, families, staff, and regional partners. This work will be strengthened through a continued 2026–27 partnership with Leading Educators, which now serves the broader ASPIRE region and will provide increased coaching, professional learning, and support for instructional coherence across schools. The partnership will deepen vision-to-practice alignment, strengthen Tier 1 instruction, and reinforce collective accountability for student learning and success.

Specific Growth Area
Chronic Absenteeism

Baseline	2025–2026 Chronic Absenteeism Rate: 26.4%
Year 1 goal (2026–27)	Decrease chronic absenteeism rate by 3% Overall 23% chronic absenteeism rate
Year 2 goal (2027–28)	Decrease chronic absenteeism rate by 3% Overall 20% chronic absenteeism rate
Background	Over the past several years, families have shared a range of factors influencing student attendance. Across our school community, many families have expressed concerns related to immigration–related stressors, which have impacted attendance patterns. In addition, we have experienced increased student mobility, with more families relocating outside the city and commuting longer distances to attend school. These conditions have contributed to challenges in maintaining consistent attendance and have been reflected in our chronic absenteeism rates. In response, we have implemented targeted strategies to improve average daily attendance and reduce chronic absenteeism, as outlined below.
Year 1 improvement plan	In Year 1, the school implemented a comprehensive attendance strategy focused on reducing chronic absenteeism through consistent incentives, structured family engagement, and strengthened data–driven intervention systems. Monthly perfect attendance celebrations were established to reinforce strong attendance patterns and publicly recognize students demonstrating consistent attendance. In addition, semester–based incentives, including class–level attendance rewards such as field trips, were implemented to increase collective accountability for attendance outcomes. Family engagement systems were strengthened through regular, targeted communication with families of students demonstrating early indicators of chronic absenteeism. Attendance updates, strategies, and expectations were shared consistently through the <i>Tiger Talk</i> newsletter to support transparency and shared responsibility. At the classroom level, attendance and punctuality systems were reinforced through daily on–time incentives, including a raffle–based recognition system with monthly drawings. Attendance recognition was

	also embedded into existing schoolwide structures, including Principal's List and schoolwide excellence celebrations, to reinforce attendance as a core expectation. Schoolwide engagement strategies, including Spirit Weeks and incentivized testing days (e.g., free dress days tied to attendance and participation), were implemented to increase student engagement and improve daily attendance rates. Operationally, the school collaborated with Jeff to map and refine SART and SARB processes in alignment with SMCOE Differentiated Assistance guidance. The Enrollment and Attendance Team met weekly to review attendance data, monitor trends, and implement timely interventions for students at risk of chronic absenteeism.
Year 2 improvement plan	In Year 2, the school will deepen its chronic absenteeism strategy with an explicit focus on reducing chronic absenteeism rates through strengthened classroom-based incentives, expanded family data transparency, structured student support systems (SST and COST), and ongoing student and caregiver feedback loops. The Year 2 goal is to achieve a measurable reduction in chronic absenteeism rates, with targeted improvement for highest-need student groups (including Students with Disabilities, Black/African American students, and LTELs), while increasing overall Average Daily Attendance (ADA). Classroom-based attendance incentives will be expanded and standardized across grade levels to strengthen Tier 1 attendance supports. These systems will reinforce daily attendance expectations and increase student ownership of on-time arrival and consistent attendance, with progress monitored through weekly attendance data reviews. To strengthen early identification and coordinated response, the school will formalize the use of Student Study Teams (SST) and Coordination of Services Team (COST) processes as key structures for addressing attendance concerns. SSTs will be utilized to develop targeted, student-centered intervention plans for students demonstrating early signs of chronic absenteeism. COST will serve as the coordinating body to align attendance interventions with broader student support services, including counseling, academic intervention, and family outreach. These structures will ensure timely, tiered responses and consistent monitoring of intervention effectiveness. To strengthen caregiver partnership and accountability, attendance data will be regularly shared during family events and engagement opportunities. These data presentations will highlight trends at the school, grade, and subgroup levels to ensure families are informed partners in improving attendance outcomes and understand their student's individual trajectory.

	In addition, the school will implement structured needs assessments and family/student surveys at the beginning of the school year and at mid-year checkpoints. These tools will be used to identify barriers to attendance, refine intervention strategies, and monitor shifts in engagement over time. Progress will be monitored through weekly Enrollment and Attendance Team meetings, alongside SST and COST cycles, with a focus on identifying students at risk of chronic absenteeism and evaluating the effectiveness of Tier 1 and Tier 2 supports. Data will be disaggregated by subgroup and used to inform timely intervention adjustments.
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