



KENTUCKY COMMUNITY SCHOOLS

Building a **GROUNDWELL**

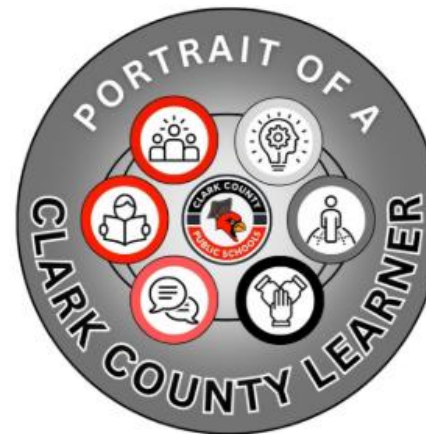
in partnership with the Prichard Committee

Vision

*Connecting the district and community as
ONE to grow greatness in all students.*

Path to Greatness / Mission

*On the journey to
greatness, we partner
with our community to
grow students as
leaders, learners,
communicators,
innovators, citizens,
and collaborators –
the Portrait of a Clark
County Learner. With
these foundations
guiding what we do
every day, we prepare
students to be
life-ready.*



Clark County Public School
Baker Intermediate School Action Plan

ALL students

Our commitment to every student, fostering growth and success:

- **Holistic Health:** All students are physically, mentally, socially, and emotionally healthy.
- **Ready for Intermediate School:** All students are equipped to transition and succeed in intermediate school.
- **Supportive Environments:** All students live and learn in stable and supportive environments.
- **Strong Partnerships:** All students experience robust partnerships between school, family, and community.
- **Academic Growth:** All students grow academically.

Attendance, Behavior, and Course/Academic Performance are the headline indicators that will be monitored to see if we are achieving the desired results above.

- Top 1-3 Bright Spots and Why (Based on Community, Family, and School Input):

1. **SEL support for students to improve behaviors and positive/healthy relationships.**

- **Why a Bright Spot:** This indicates that the school's focus on Social-Emotional Learning (SEL) is yielding tangible positive results. Improved behaviors mean a more productive and safer learning environment for everyone. Positive and healthy relationships among students, and potentially between students and staff, contribute directly to a stronger school community and reduced conflict. This SEL foundation is crucial because students who are emotionally regulated and have strong relationship skills are better equipped to learn, overcome challenges, and thrive academically and socially. This also aligns with national trends recognizing the importance of holistic child development.

2. **Building positive relationships and engagement opportunities with families.**

- **Why a Bright Spot:** This is a direct reflection of successful outreach and genuine efforts to connect with your community. The positive feedback from the Conkwright Elementary after-school program, where parents felt so involved and saw the value, is a prime example of this success. When families feel respected, informed, and truly engaged, it creates a powerful partnership. This leads to increased trust, better communication, and a shared commitment to student success. It transforms parents from passive recipients of information into active participants and advocates for their children's education and the school as a whole.

3. **Improving daily attendance.**

- **Why a Bright Spot:** Attendance is a fundamental indicator of student engagement and school health. The Conkwright feedback, specifically that "club day is the only day parents do not have to fight to get their students to school," powerfully underscores this point. When students are motivated to be at school, it means the environment is welcoming, the learning is engaging, and they feel a sense of belonging. Improved attendance directly correlates with higher academic achievement, better social-emotional development, and reduced learning gaps. It demonstrates that the school's efforts are creating a compelling reason for students to show up consistently, which is a major victory.

These three bright spots are deeply interconnected and reinforce each other. Effective SEL support (1) helps students manage emotions and build relationships, making school a more positive place and thereby contributing to better attendance (3). Simultaneously, strong family engagement (2) means parents are more likely to ensure their children attend school, often because they see and value the positive impact the school, including its SEL initiatives, has on their children. This forms a virtuous cycle of positive development.

1. SEL support for students to improve behaviors and positive/healthy relationships
2. Building positive relationships and engagement opportunities with families
3. Improving daily attendance

● Top 1-3 Areas of Concern and Why (Based on Community, Family, and School Input):

1. **Building a network through asset mapping to increase the availability of resources and build more opportunities for students and families.**

- **Why a Concern:** This is the bedrock of sustainable growth. The "more" desired by parents (longer clubs, more choices, as seen with the feedback) directly points to a need for expanded resources. Asset mapping helps identify existing, underutilized resources within the community (people, organizations, facilities, funding sources) that can be leveraged. Without intentionally building these networks, schools can't meet the demand for enriched opportunities or effectively support families beyond their walls. It ensures that the growth is strategic, collaborative, and taps into the community's full potential, rather than solely relying on limited school budgets.

2. **Need to continue enhancing family engagement efforts to improve attendance, parent leadership, and community involvement.**

- **Why a Concern:** This is a crucial link to student success and program sustainability. The feedback that "club day is the only day parents do not have to fight to get their students to school" powerfully illustrates the impact of engagement on attendance. When families are truly engaged, beyond just attending events, they become active partners (parent leadership) and advocates for the school. This deep involvement creates a stronger support system for students, leads to better academic outcomes, and ensures that school initiatives are aligned with family needs. Without ongoing effort here, engagement can stagnate, reducing the overall effectiveness of programs and the vital connection between home and school.

3. **Need to improve, expand, and enrich learning opportunities to enhance all student achievement.**

- **Why a Concern:** This directly addresses the core mission of education and the desire for "more" from families. Standard curriculum, while essential, often benefits from supplemental enrichment that caters to diverse interests and learning styles. The demand for more club choices and longer durations indicates families see the value in these experiences for their children's holistic development and academic growth. Expanding these opportunities ensures that all students, regardless of background, have access to engaging, hands-on, and often career-connected learning experiences that can boost their motivation, expose them to new fields, and ultimately lead to higher levels of achievement and preparation for their futures. If these opportunities aren't improved and expanded, student engagement may wane, and the school might miss critical chances to ignite passions and address achievement gaps.

These three concerns are highly interconnected. Strong family engagement (2) helps identify community assets (1) and build a broader network of support, which in turn

provides the resources and expertise necessary to expand and enrich learning opportunities (3) for all students. It's a cohesive and strategic framework for school improvement.

2025-2026 Snapshot

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Area of Concern #1: Attendance		
Strategy #1: After-school Clubs		
Objecves	Programs and Timelines	Strategy Lead and Collaborave Partners
To help students build self-esteem and confidence To increase students' engagement and their desire to come to school To build positive relationships and reduce feelings of isolation Try new things	September 2025 - April 2026 10-week session, one each semester 20 different clubs, student choice	School staff club coaches Community volunteer club coaches DD FRC Administration Community Partners

Area of Concern #2: Socio-Emotional Learning and Belonging
Strategy #2: Part-time additional SEL Staff Member during the day

Objectives	Programs and Timelines	Strategy Lead and Collaborative Partners
Equips students with fundamental self-awareness and self-management skills, leading to greater emotional regulation and resilience. Helps students build healthier friendships, resolve disagreements constructively, and feel more connected and safe within the school community.	August 2025 - April 2026	SEL PT Staff Member DD Administration

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