



Clark County School District

Glen Taylor ES

School Performance Plan: A Roadmap to Success

Glen Taylor 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.

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Phone: 702-799-6892

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 11/01/2022.



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/clark/glen_c._taylor_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Tara Doetch	Principal(s) <i>(required)</i>
Nicole Bryan	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jamie Rodriguez, Lisa Johnson, Toni Murphy, Loretta Magione, Olivia Norman, Angela Kulikowski, Melissa West, Edna Nsa, Chelsea Starr, Christy Simon	Teacher(s) <i>(required)</i>
Mary Betchel	Paraprofessional(s) <i>(required)</i>
Sarane Utley, Casey Calahan	Parent(s) <i>(required)</i>



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
PTO Meeting	9/8/2022	17	Discussion of School Performance Plan
SOT Meeting	8/30/22	5	Discussion of School News and Initiative for School Performance Plan and Roadmap
SOT Meeting	9/29/22, 10/31/22	8	Discussion of School Budget and how it will be used for School Performance Plan and Road Map Initiatives and goals
Heart Association	2022/23	25	Kids Heart Challenge
PE Club	9/2022	25	Develop Students Confidence
<i>Choir Performance & Intermediate Choir</i>	9/2022	75	Empower students while focusing on music
<i>Chess Club</i>	9/2022	20	Problem solving through games
<i>Good News Club</i>	9/2022	15	Reading Scripture to support comprehension
<i>English Language Learner Tutoring</i>	11/2022	25	Support second language students with confidence with academic and social English.
<i>Robotics Club</i>	11/2022	25	Primary grade students exposure to coding and programing small devices



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed			
	<p><i>Areas of Strength:</i></p> <ul style="list-style-type: none"> ● Math proficiency was 43% 2020-21. With the focus on Envisions and critical thinking strategies student proficiency improved to 59% of students in math. A gain of 16% more proficient students. ● SBAC proficiency improved 56 to 63% proficient students in Reading. ● SBAC proficiency improved from 45 to 59% proficient students in Math. ● Claim analysis shows areas of critical thinking in writing and explaining math reasoning show the lowest percentage of high achieving students in third through fifth grade. ● The Nevada Performance Framework indicates full points given for students who achieved the median and average growth rates on the SBAC assessment tool. ● Opportunity gaps indicate Hispanic subgroup achievement gap was noted between Caucasian subgroup and has decreased. In Reading, the gap dropped by 2.4% and in Math, the gap dropped 1.4% ● WIDA growth on the Nevada Performance Framework indicated full points for ELL students. ● MAPs Growth shows the English Language Arts collective the percentage of students who made growth goals increased from 50% in Winter to 53% in Spring. ● MAPs growth in Math increased from 48% to 56% of students meeting growth goals from Winter to Spring. <ul style="list-style-type: none"> ○ All grade levels show an increase in students making gains toward math growth goals, but largest growth was indicated in Kindergarten with a 21% increase and in 4th grade a 48% to 69 % meeting. ● Chronic Absenteeism : 28% of students were chronically absent out of 684 students for the 21-22 school year <ul style="list-style-type: none"> ○ The largest subgroup with largest chronic absenteeism is 29.6% Black students which accounts for 54 students compared to the smallest percentage chronically absent is 12.5% of Asian students which account for 64 students. This is a difference of 17.1% and accounts for instructional time being missed. 		



	<p><i>Areas for Growth:</i></p> <ul style="list-style-type: none">● The area where there is a larger achievement gap between Black and Caucasian subgroups in English Language Arts 44% which has increased 2.2%.● The achievement gap between Black and Caucasian groups on the math SBAC is 59% which increased by 18%. There is a direct correlation to the subgroup with the highest rate of absenteeism.● MAPs Growth grade level areas of growth:<ul style="list-style-type: none">○ Growth went down from winter to spring in Reading in grades: 2nd, 3rd, and 5th grade○ Growth percentage went down in math for 5th grade students● SBAC lowest proficient group was 5th grade in both reading 56% proficient and math 53% proficient.<ul style="list-style-type: none">○ SBAC claims indicate the smallest number of students exceeding the expectation in Writing areas where 63% are at or near meeting the standard and we need to increase students exceeding the standard. There are also over 50% of students at the near or meets in math reasoning not exceeding standard.
<p>Problem Statement</p>	<p>Inconsistent growth across the grade levels for MAPs growth in reading and in 21-22 the following grade levels did not have an increase in students who met their growth goals: second grade, third grade, and fifth grade showed a decrease in growth from Fall to Spring. Fifth grade showed the largest decline in growth from 57% to 47% making their projected growth in Reading.</p> <p>Math MAPs growth did not increase from Fall to Spring in the following grade levels: 2nd grade and 5th grade. The Black subgroup continues to show a growing achievement gap from the highest proficient group as indicated both by math SBAC proficiency gap of 59% and MAPs proficiency gap in ELA of 44% which is also exemplified in the MAPs assessment in proficiency in Math and Reading.</p>
<p>Critical Root Causes</p>	<p>During the 2021-22 school year, students were inconsistently attending school to participate in Tier 1 instruction. Teachers inconsistently used the iReady Toolbox for Reading nor did they use the summative assessment tool to support instructional practices to meet the rigor of the standards. There were at least one teacher per grade level that was new to Glen Taylor or to the teaching assignment and did require for these teachers to need further professional development. These teachers did not always understand the depth of the instructional standards and they did not participate in unwrapping the standards consistently.</p> <p>Many students did not have the opportunity to receive adequate feedback and support due to the virtual hybrid component that caused interruptions to the academic instruction both in person and online. Students struggled with engagement and behavior incidents documented in Infinite Campus interrupted instruction students due inconsistent relationships between teacher and students. African American students showed the largest percentage of chronic absenteeism which is a direct correlation to loss of instructional time and increased achievement gaps.</p>



Part B

Student Success	
<p>School Goal: The goal is to grow students at their level. The growth goal on the MAPs assessment by grade level will increase by 5% from Fall to Spring on the Math MAPs assessment. The growth goal on the MAPs assessment by grade level will increase by 3% from Fall to Spring on the Reading MAPs assessment to emulate an increase in proficiency on the state summative assessment (SBAC) in Math from 59% to 64% and English Language Arts 62% to 65%.</p>	<p>Aligned to Nevada’s STIP Goal: <i>3- All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Solid Tier 1 instruction in core subject areas with scaffolding and differentiation that will support students with the skills and strategies to increase proficiency in all core subject areas. Differentiation to support achievement/instructional gaps and support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs)</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EnVisions 2020 - 3, Reading iReady Tier 1 Instruction and Fountas Pinnell Interventions -3, Envisions 2020 Intervention -3</i></p>	
<p>Intended Outcomes: Student proficiency in the area of Math will increase based on the SBAC from 59% proficient to 64% and using the MAPs assessment data will see MAPs growth goals increase in all grade levels from Fall to Winter and Winter to Spring in 2022-23 of 5%.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Teacher observation cycle supports teaching and learning cycle to support instructional practices</i> ● <i>Strategist and Administration supports coaching conversations and teacher modeling</i> ● <i>Teacher Mentoring</i> ● <i>Professional Development based on needs</i> ● <i>Instructional Rounds to calibrate instruction</i> ● <i>Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need</i> ● <i>Professional Learning Community Meetings by grade level or department- Data informed decisions and specialized professional learning</i> ● <i>Focus on critical thinking DOK 3 tasks that will be monitored through student learning goal (SLG) Construct Reasoning Claim in SBAC</i> ● <i>Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor</i> ● <i>Intervention/Differentiation blocks of times delegated in master schedule for each grade level 1st-5th grade.</i> 	



- *Use of SEL strategies daily to support relationships in the classroom to increase engagement, including class treatment agreements and monthly SEL connection plans by teachers.*

Resources Needed:

- Learning Strategist
- Teacher interventions
- Data-based intervention groups
- Counselor
- Envisions Math supplementals using achieve the core crosswalk to determine standards to support
- CCSD Pacing guide, resources, and rubrics
- Computer based pathway programs: MAPs Accelerator, Freckle, Edmentum
- Nearpod
- Savas performance tasks and reteach material
- Master Schedule- 4th/5th Differentiated Instruction, Block Schedule
- GATE Instruction

Challenges to Tackle:

- *Teachers did not have appropriate time for developing standards based assessments, planning lessons, analyzing data in a PLC model, and providing professional development, which was remedied by adding an extra preparation period once a week for the collaboration time.*

Intended Outcomes: Student proficiency in the area of English Language Arts will increase based on state summative assessment (SBAC) to from 63% to 67% for 3rd-5th grade and using the MAPs assessment data will see MAPs growth goals increase in all grade levels from Fall to Winter and Winter to Spring in 2022-23 of 3%.

Action Steps:

- *Teacher observation cycle supports teaching and learning cycle to support instructional practices*
- *Strategist and Administration supports coaching conversations and teacher modeling*
- *Teacher Mentoring*
- *Professional Development based on needs*
- *Instructional Rounds to calibrate instruction*
- *Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need*
- *Professional Learning Community Meetings by grade level or department- Data informed decisions and specialized professional learning*
- *Focus on critical thinking DOK 3 tasks that will be monitored through student learning goal (SLG) Research and Inquiry & Writing SBAC*



claims

- *Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor*
- *Intervention/Differentiation blocks of times delegated in master schedule for each grade level 1 st-5th grade.*
- *Focus on academic vocabulary*
- *Phonics/Phonemic Instruction at student levels.*

Resources Needed:

- Learning Strategist
- Read by Grade 3 Strategist
- Counselor
- iReady Language Arts supplementals
 - Reading, Writing (2-5th grade), Language (2-5th grade)
- CCSD Pacing guide, resources, prompts and rubrics
- *Intervention teachers and an extra staff member per intervention block to support differentiation and use of Fountas and Pinnell Intervention kits to support research based interventions in reading.*
- Computer based pathway programs: Edmentum, Freckle, Smarty Ants,
- Online applications- Science for Reading Phonics Supplemental, Freckle, Achieve 3000, Smarty Ants, Brain Pop (Non-Fiction reading)
- Nonfiction readers/digital tool- Time for Kids (Non-fiction reading supplements)
- Nearpod
- Reach for Reading libraries to support differentiation
- Daily 5 with differentiated word work

Challenges to Tackle:

- *Teacher and student attendance. Teachers use the teaching and learning cycle to develop instructional planning with tasks and standards that meet the standard, analyzing data in a PLC model, and providing professional development, which was remedied by adding an extra preparation period once a week for the collaboration time.*

Improvement Strategy: *Differentiated instruction that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *, Reading iReady Tier 1 Instruction and Fountas Pinnell Interventions -3*

Intended Outcomes: *Increase student achievement while decreasing the achievement gap SBAC assessment in our lowest performing subgroup, the Black students, who need interventions and reteach opportunities in math from 59% to 45%. In English Language Arts the Black subgroup,*



on the state summative state assessment (SBAC), shows a proficiency gap from Black subgroup to hughes proficient group to be 44% and will decrease this to 34% and the Black subgroup growth percentage should increase on the MAPs assessment from Fall to Spring in both Math and Reading.

Action Steps:

- PLC meetings to support the teaching and learning cycle to support equitable education
- *Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor*
- *MTSS to monitor and mentor students in subgroups for academic, social, wrap around services or attendance support.*
- The new curriculum with Envision/Savvas provides support for teachers to differentiate and support additional practice when needed for further growth.
- Pathway programs to support further student differentiation and assigned standards based tasks.
- Partnering with parents to communicate curricular goals through independent and whole group assignments as needed to ensure they are kept current and students will not fall behind in practice. Communication in order to support student success.
- *Professional Learning Community Meetings by grade level or department - Data informed decisions*
- *Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need*
- *RTI for behavioral supports provided by counselor and resource teacher*
- *Develop a strong social emotional learning into daily instruction with relationship building*
- *Intervention/Differentiation blocks of times delegated in master schedule for each grade level 1 st-5th grade.*
- *Focus on academic vocabulary*
- *Phonics/Phonemic Instruction at student levels.*
- Daily 5 with differentiated word work
- Envision/Savaas reteach and intervention material with guided discourse or modeling.

Resources Needed:

- Learning Strategist
- Read by Grade 3 Strategist
- iReady Language Arts supplementals
- Computer based pathway programs: MAPs Accelerator, Freckle, Imagine Learning, Smarty Ants
- Online learning opportunities: Achieve 3000
- Hagerty phonics & phonemic intervention
- Fountas & Pinnell Intervention kits
- Professional Development for explicit phonics, developing RTI intervention plans, small group planning
- BrainPoP
- Flying Start



- MAPs Accelerator
- Reach for Reading leveled library

Challenges to Tackle:

- With an increase non-proficient students, teachers needed further coaching and support for intervening with students

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Identify and utilize supports that ensure equitable learning through culturally responsive teaching. ELL students will additionally be provided with Imagine Learning, an additional pathway program for ELL learners.

Foster/Homeless: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Free and Reduced Lunch: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Racial/Ethnic Minorities: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Students with IEPs: Identify and utilize supports that ensure equitable learning through culturally responsive teaching.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed			
	<p><i>Areas of Strength:</i> Data to support Weekly Professional Learning Communities (PLC's) were calendared with topics by grade level or department to support teacher efficacy and increase student achievement. Agendas and calendar invites to meet 2-3 times monthly when</p>		



	<p>possible. (Student median Conditional Growth Percentile is the focus of seeing student progress in grade levels with looking at median scores and throwing out the outliers of high and low and working to improve students who are able to meet Tier 1 instruction. They are affected by your teaching.) <i>Master schedule with 1 extra 50 minute period a week for teachers 1st- 5th grade teachers to meet for PLC PLC agenda and calendar for each session for teachers to refer back towards. Calendar 22-23</i></p> <p><i>Areas for Growth:</i></p> <ul style="list-style-type: none"> ● <i>Data and assessments were not critically or systematically reviewed to support instruction consistency. Unwrapping standards to determine rigor was not conducted consistently. Performance Task and critical thinking activities were not consistently done to develop equitable education for all students.</i> <ul style="list-style-type: none"> ○ <i>Constructing Reasoning in math for grade 3-5 claim on the SBAC only 19% of students exceeded in this area which was the lowest area</i> ○ <i>Research and Inquiry with Writing claim on the SBAC being 19-20% of students in the exceed range for 3rd- 5th grade.</i> ● <i>Increase student achievement while decreasing the achievement gap SBAC assessment in our lowest performing subgroup of Black students who need interventions and reteach opportunities in math from 59% to 45%. In English Language Arts the Black subgroup on the state summative state assessment (SBAC) shows a proficiency gap from Black subgroup to highest proficient group to be 44% and will decrease this to 34% and the Black subgroup growth percentage should increase on the MAPs assessment from Fall to Spring in both Math and Reading.</i>
<p>Problem Statement</p>	<p><i>All students will increase in proficiency in ELA from 63% to 65% and in math from 59% to 63% as measured by state summative assessments. (SBAC)</i></p>
<p>Critical Root Causes</p>	<p>Professional Learning Communities scheduled time to discuss data observations, unwrap standards, and ways to support Tier 1 instruction using the teaching and learning cycle was not consistent due to staff absenteeism. Student absenteeism also impeded student growth on the MAPs assessment tool to use differentiation, scaffolding, and reteach strategies.</p>

Part B

<p>Adult Learning Culture</p>	
<p>School Goal: In Math currently 44% of teachers met the 50th percentile for median growth and will anticipate 55 % of teachers will meet the median 50 percentile conditional student growth by the end of year. In Reading, currently 59% of teachers met the 50th percentile for median</p>	<p>STIP Connection: 2-All students have access to effective educators.</p>



growth and anticipate 65% of teachers will meet the median 50 percentile conditional student growth by the end of year.

Improvement Strategy: Creating professional development calendar and PLC's that supports teachers, grade levels, and individuals with strategies and calibration to support student growth.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PD - 2

Intended Outcomes: *Elevate pedagogy and instructional practices, evaluate rigor for student practice and assessments tools in which students results support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes with 80% or higher understanding*

Action Steps:

- Analyze data
- MTSS professional learning Tier 1 instruction
- Reteaching & Reassessment Professional learning
- Scaffolding & Differentiation Strategies
- Professional learning Focus on vocabulary
- Professional Learning on differentiated word work
- Collectively decide school wide or grade level/department initiatives
- Observe classrooms for further individualize coaching
- PD- SEL objectives
- Instructional Rounds
- PD - Developing standards based assessments, data analysis
- PD- Intervention Plans - Differentiation
- Equity and Diversity Professional Development for staff- Culturally Responsive Teaching

Resources Needed:

- Learning Strategist
- Read by Grade 3 Strategist
- Explicit Phonics
- Haggerty
- Science for Reading Phonics supplemental
- Rethink & Sanford Harmony Tools, Restorative Justice structures



- *Pacing Guides*
- *iReady Tools and Data Training*
- *Achieve 3000 Literacy*
- *Edmentum*
- *Freckle*
- *Actively Learn*
- *Reading A-Z*
- *Restorative Justice Resources*
- *Envision materials*

Challenges to Tackle:

- *Teachers did not have appropriate time during contractual parameters for professional development which was remedied by adding an extra preparation period once a week for the collaboration time.*

Intended Outcomes: In Math, currently 44% of teachers met the 50th percentile for median growth on the MAPS assessment and will anticipate that 55% of teachers will meet the median 50 percentile conditional student growth by Spring MAPS assessment.

In Reading, currently 59% of teachers met the 50th percentile for median growth on the MAPs assessment and will anticipate that 65% of teachers will meet the median 50 percentile conditional student growth by the Spring MAPs assessment.

Action Steps:

- *Analyze data*
- *Observe classrooms for further individualize coaching*
- *PD- SEL objectives*
- *Instructional Rounds*
- *PD- Culturally Responsive Teaching*
- *PD - Developing standards based assessments, data analysis*
- *PD- Intervention Plans - Differentiation*
- *Master Scheduling with blocks of differentiated instruction*
- *MTSS professional learning Tier 1 instruction*
- *Reteaching & Reassessment Professional learning*
- *Professional learning Focus on vocabulary*
- *Professional Learning on differentiated word work*

Resources Needed:

- *Learning Strategist*



- *Read by Grade 3 Strategist*
- *Consultants virtual and in person training*
- *Explicit Phonics*
- *Haggerty*
- *Rethink, Sanford Harmony Tools*
- *Restorative Justice Resources*
- *Pacing Guides*
- *iReady Tools and Data Training*
- *Achieve 3000 Literacy*
- *Actively Learn*
- *Reading A-Z*
- *Brain POP*

Challenges to Tackle:

- *Teachers did not have appropriate time during contractual parameters for professional development which was remedied by adding an extra preparation period once a week for the collaboration time.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Foster/Homeless: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Free and Reduced Lunch: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Migrant: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Racial/Ethnic Minorities: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.

Students with IEPs: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p><i>Areas of Strength:</i></p> <ul style="list-style-type: none"> • The largest subgroup Hispanic has shown a close in the achievement gap where the proficiency gap has decreased to 20% in both math and english language arts. • 23% of students currently identified as chronically absent. • SBAC proficiency improved from 2021 to 22 and went from 56% to 63% proficient students in Reading. • SBAC proficiency improved from 2021 to 22 and went from 45% to 59% proficient students in Math. 		
	<p><i>Areas for Growth:</i> Chronic Absenteeism: 28% of students were chronically absent out 684 students for the 21-22 school year</p> <ul style="list-style-type: none"> ○ The largest subgroup with largest chronic absenteeism is 29.6% Black students which accounts for 54 students compared to the smallest percentage chronically absent is 12.5% of Asian students which account for 64 students. This is a difference of 17.1% and accounts for instructional time being missed. ○ Day 10 & 20 chronic absenteeism for the school was 38% for the 22-23 school which was higher than the 28% from the 2021-22 school year. ○ Trending to have 29% of students chronically absent. 		
Problem Statement	<p>Problem Statement: Reduce the percent of chronically absent students from 24.7% to 20% by 2023 as measured by Infinite Campus and reported by the Nevada School Performance Framework and will receive points in this section from 0/10 to 2/10.</p>		
Critical Root Causes	<p>Difficult to connect to students online to support or re-correct errors to give confidence and felt the right answer was more important. Chronic Absenteeism : 28% of students were chronically absent out 684 students for the 21-22 school year</p> <ul style="list-style-type: none"> ○ The largest subgroup with largest chronic absenteeism is 29.6% Black students which accounts for 54 students compared to the smallest percentage chronically absent is 12.5% of Asian students which account for 64 students. This is a difference of 17.1% and accounts for instructional time being missed. 		



Part B

Connectedness	
School Goal: <i>Reduce the percent of chronically absent students from 24.7% to 20% by 2023 as measured by Infinite Campus and reported by the Nevada School Performance Framework and Focus ED.</i>	STIP Connection: <i>Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</i>
Improvement Strategy: <i>Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony, Rethink, Restorative Justice Practice - 4</i>	
Intended Outcomes: <i>Re-engage and strengthen trust and engage students of all groups but specifically the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. This year we have dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 29.6% absenteeism to decrease to 24% for the 2022-23 school year.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Teachers were given professional development to support students with social emotional learning lessons and character development.</i> ● <i>Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts.</i> ● <i>Instructional Rounds to support and give feedback on execution</i> ● <i>Student questionnaires to give feedback and support and make adjustments</i> ● <i>Counselor and other staff to meet small groups to make further connections and support</i> ● <i>Mentoring with students and licensed staff</i> ● <i>Daily phone calls by teachers when students are absent</i> ● <i>Counselor calls and offers wrap around services</i> ● <i>Meet with administration with families when students have from 12-15 absences</i> ● <i>Educational decisions at 20 days of absenteeism</i> ● <i>MLT committee for mentoring check ins</i> 	
Resources Needed: <ul style="list-style-type: none"> ● SEL materials ● Restorative Justice Team Practices ● MLT committee 	



- Counselor
- Strategists
- Sanford Harmony & Rethink materials
- Treatment Agreement
- Staff to call families daily and meet with Administration and Counselor with Glen Taylor's attendance plan
- Panorama
- De-escalation room materials
- Equity and Diversity Professional Development for staff- Culturally Responsive Teaching

Challenges to Tackle:

- Student attendance to be able to participate in daily social emotional learning which is monitored and addressed through the MTSS process.

Intended Outcomes:

Black subgroup's achievement gap continues to grow indicated both by state summative exam (SBAC) proficiency gap of 59% on the state math summative assessment and is emulated in the MAPs formative assessment and will anticipate a decrease of the gap from 59% to 45%. In English Language Arts the Black subgroup on the state summative state assessment (SBAC) shows a proficiency gap of 44% and will decrease to 36%.

Action Steps:

- *Teachers were given professional development to support students with social emotional learning lessons and character development.*
- *Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts.*
- *Instructional Rounds to support and give feedback on execution*
- *Student questionnaires to give feedback and support and make adjustments*
- *Counselor and other staff to meet small groups to make further connections and support*

Resources Needed:

- SEL materials
- Restorative Justice Team Practices
- Counselor
- Strategists
- Sanford Harmony & Rethink materials
- Treatment Agreement
- Staff to call families daily and meet with Administration and Counselor with Glen Taylor's attendance plan
- Panorama
- De-escalation room materials
- Equity and Diversity Professional Development for staff- Culturally Responsive Teaching



Challenges to Tackle:

- Student attendance to be able to participate in daily social emotional learning which is monitored and addressed through the MTSS process.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Daily small group meetings for check-in as well as monitoring engagement student progress.

Foster/Homeless: Daily small group meetings for check-in as well as monitoring engagement student progress.

Free and Reduced Lunch: Daily small group meetings for check-in as well as monitoring engagement student progress.

Racial/Ethnic Minorities: Daily small group meetings for check-in as well as monitoring engagement student progress.

Students with IEPs: Daily small group meetings for check-in as well as monitoring engagement student progress.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Fund Licensed Positions</i>	\$2,991,877	<i>Licensed Staff salaries: Kinder-5th Grade, Learning Strategist to Support Student learning and coach teachers, Science humanities position to support mastery of NVACs and next generation science standards, Counselor to support students and SEL and connectedness for students</i>	<i>Student Success, Adult Learning Culture and Connectedness</i>
<i>General Fund</i>	\$47,485	<i>Special Education Facilitator/ Behavior and Academic Interventionist</i>	<i>Student Success, Adult Learning Culture and Connectedness</i>
General Fund	\$510, 359	Support Staff salaries including extra hours given to Instructional Assistants to support academics of students, FOSA extra hours for health and safety, Office aid extra hours for health and safety,	<i>Student Success, Adult Learning Culture and Connectedness</i>
General Fund	\$166,046	General supplies and supporting teacher prep buys when needed	<i>Student Success, Adult Learning Culture and Connectedness</i>
General Fund	\$8,000	Professional Development, Book Studies, materials	<i>Student Success, Adult Learning Culture and Connectedness</i>
General Fund	\$12, 692	Certified Temporary Tutor	<i>Student Success, Adult Learning Culture and Connectedness</i>

