



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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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 8/8/2023.



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>
Rachel Dupris	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jamie Rodriguez, Lisa Johnson, Lauren Peterson, Olivia Norman, Angela Kulikowski, Christy Simon, Chelsea Tystad	Teacher(s) <i>(required)</i>
Melissa West, Edna Akpe, Chelsea Starr	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
SOT/CIT Meeting	6/30/23	9	Act 1 for 23-24 Discussion of School Performance Plan
SOT Meeting	5/17/23	6	Discussion of School News and Initiative for School Performance Plan and Roadmap



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
	Diagnostic Assessment tools , SBAC, WIDA, MAP data, Site Common Grade Level Formative & Summative Assessments, Fastbridge	Panorama Education Survey, District Survey, Teacher-reported data, and discipline events, NDE School Climate Survey Life Skill/ Character Building Lessons presented by the Counselor and Behavior Strategist along with the student responses, Attendance.	ELA/Math/Science Calibration Walkthroughs, Formal and Informal Observations, Grade Level SLGs, PLC Meetings, Edulastic, Edmentum, Into Reading, Envisions, Amplify Science, Phonics 95, ThinkCerca
Data Reviewed	Areas of Strength: Site Based Common Assessments, High marks on the Students Satisfaction Survey, SLGs and Formal Observation Cycle Calendar, PLC's		
	Areas of Growth: Standards Mastery and Growth as measured by the WIDA Assessment, SBAC, and MAP data.		
	<p>Data Reviewed:</p> <p>AB 219: 2021-2022 SBAC ELA, 2021-2022 SBAC Math, 2021-2022 WIDA ACCESS, 2022-2023 MAP Growth and Proficiency Data Winter Reading Test Percentile, 2022-2023 MAP Growth and Proficiency Data Winter Math Test Percentile, Absenteeism data</p> <p>MAP Data</p> <ul style="list-style-type: none"> • Median Growth Percentile increased from Fall for math being 44% to 55% in Spring • Median Growth Percentile increased from Spring in reading from 59% to 67% in Spring. • 4th Grade has the largest group of students proficient above the 61st percentile. In math 58% of students met the threshold and in reading 66% met the threshold • Decreased Math Proficiency from 59% in Spring of 2022 proficient to 49% proficient in Spring of 2023 		



- 5th grade having the highest percentage of students not meeting the 61st percentile at 36% in math and 40% in reading

Spring Reading:

Kinder:

58% over 61st percentile
60 % of students met growth projection
3 of 4 teachers met criteria for growth projections

1st Grade:

45% over 61st percentile
56% of students met growth projections
3 of 5 teachers met criteria for growth projections

2nd Grade:

51% over 61st percentile
58 % of students met growth projection
4 of 5 teachers met criteria for growth projections

3rd Grade:

49% over 61st percentile
52% of students met growth projections
4 of 5 teachers met criteria for growth projections

4th Grade:

58% over 61st percentile
53% of students met growth projection
3 of 4 teachers met criteria for growth projections

5th Grade:

40% over 61st percentile
45% of students met growth projection
1 of 4 teachers met criteria for growth projections

Math:

Kinder:

68% over 61st percentile
60 % of students met growth projection
3 of 4 teachers met criteria for growth projections

1st Grade:

52% over 61st percentile



	<p>62% of students met growth projections 5 of 5 teachers met criteria for growth projections 2nd Grade: 44% over 61st percentile 61 % of students met growth projection 3 of 5 teachers met criteria for growth projections 3rd Grade: 45% over 61st percentile 46% of students met growth projections 1 of 5 teachers met criteria for growth projections 4th Grade: 59% over 61st percentile 66% of students met growth projection 4 of 4 teachers met criteria for growth projections 5th Grade: 36% over 61st percentile 40% of students met growth projection 0 of 4 teachers met criteria for growth projections</p> <p>Overall 52% of students met their projected growth using MAP data.</p> <p>SBAC Data</p> <ul style="list-style-type: none">● SBACI decreased from 64% proficient in 2022 to proficiency of 59% in English Language Arts in 2023.● SBAC decreased from 59% proficiency in 2022 and proficiency for 2023 57% in math● SBAC proficiency improved 56 to 63% proficient students in Reading from 21 to 22● SBAC proficiency improved from 45 to 59% proficient students in Math from 21 to 22● The Nevada Performance Framework indicates full points given for students who achieved the median and average growth rates on the SBAC assessment tool in 2022● Opportunity gaps indicate Hispanic subgroup achievement gap was noted between Caucasian subgroups and has decreased. In Reading, the gap dropped by 2.4% and in Math, the gap dropped 1.4% SBAC <p>Chronic Absenteeism- Focus Ed and Infinite Campus- The amount of chronically absent students decreases in 2022 from 27.9% to 2023 21.2% chronically absent</p>
Problem Statement	*For all students, including ELLs, Math proficiency concern, decrease in overall proficiency pre pandemic vs. post pandemic on state assessments with the use of Tier 1 instruction.



	<p>*For all students, including ELLs, ELA proficiency concern, decrease in overall proficiency pre pandemic vs. post pandemic on state assessments.</p> <p>*Inconsistent growth and proficiency from Fall to Spring across grade levels in MAP</p> <p>The Black subgroup continues to show a growing achievement gap from the highest proficient group as indicated by MAPs growth. The subgroup has 59% non-proficient under the 40th percentile which is an improvement from fall with 61% non-proficient under the 40th percentile but still has the largest percentage of non-proficient students.</p>
<p>Critical Root Causes</p>	<p>Lack of rigorous research-based material, lack of consistent rigor during Tier I instruction across all grade levels and classrooms, lack of consistent implementation of the NVACS, lack of targeted intervention/acceleration during the IA block. Lack of planned instruction and tools that provide students accountability to what the learning intentions and success criteria are to be metacognitive learners.</p> <p>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

<p style="text-align: center;">Student Success</p>	
<p>School Goal: The growth in proficiency on the MAPs assessment by grade level: Kindergarten increasing from 58% to 61% proficient in both reading & math 1st Grade reading and math from 58 to 61%</p>	<p>Aligned to Nevada’s STIP Goal: 3- All students experience continued academic growth.</p>



2nd Grade- math 44 to 47% proficient 52 to 55% in reading
3rd- math from 51 to 54% proficient and 45 to 48% proficient in reading
4th grade math 49 to 51% proficient and reading 45 to 48 proficient
5th grade 59 to 61% proficient in reading, 58 to 60% proficient in math
From Fall to Spring on the MAPs assessment and proficiency is a score above the 60th percentile due to high demands for tier 1 instruction using the teaching and learning model.

Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following of the teaching and learning model.

Additionally mastery will be gauged by SBAC scores to increase in proficiency on the state summative assessment (SBAC) in Math from 57% to 60% and English Language Arts 59% to 62% to support a rigorous tier 1 instruction that also includes utilizing the teaching and learning model.

Improvement Strategy: *Solid Tier 1 instruction in core subject areas with scaffolding that will support students with the skills and strategies to increase proficiency in all core subject areas and using the Professional Learning Communities time weekly to unwrap, plan, and evaluate student progress. PLC time will be used to plan enrichment to support achievement/instructional gaps and support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners. The use of consistent Professional Learning Communities to evaluate the teaching and learning cycle for Tier 1 instruction and assessments.*

Rigorous Tier 1, 2, & 3 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): *Tier 1 instructional tools which include: EnVisions 2020 - 3, Envisions 2020 Intervention -3, Edmentum/Exact Path (reading & math)- 3*

Intended Outcomes: Student proficiency in the area of Math will increase 3% from 57% to 60% based on the SBAC and MAPs assessment data will see MAPs growth Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following of the teaching and learning model.

**Action Steps:**

- *Teacher observation cycle supports teaching and learning cycle to support instructional practices*
- *Rigorous Tier 1 instruction.*
- *Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria*
- *Strategist and Administration supports coaching conversations and teacher modeling*
- *Teacher Mentoring*
- *Coaching provided by strategists and Administrators to support teacher practice*
- *Professional Learning provided to teachers including the support or planning with learning intentions and success criteria*
- *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) Construct Reasoning Claim in SBAC*
- *Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor and behavior strategist*
- *Enrichment/ Intervention blocks of times delegated in master schedule for each grade level 1st-5th grade*
- *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:

- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- CTT and SOSA to support student groups
- Teacher interventions
- Data-based intervention groups
- Counselor
- Envisions Math supplementals using achieve the core crosswalk to determine standards to support
- Edulastic for assessment bank
- CCSD Pacing guide, resources, and rubrics
- Computer based pathway programs: Edmentum/Exact Path
- Focal Point for calibration classroom walk throughs
- Savas performance tasks and reteach material
- Master Schedule- Enrichment & Intervention Blocks including GATE Instruction
- Master Schedule to support Professional Learning Communities (PLC) time weekly

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*
 - *Potential Solution: Master calendar pacing of items to ensure time is allotted*
- *Teacher and student attendance*
 - *Potential Solution: Class coverages when available and student attendance incentives*
- *Teacher in-depth understanding of new Tier 1 & 2 materials due to training and time*
 - *Potential Solution Retreat days with pay for teachers to start professional learning paths, Professional Learning calendar to support teachers*
- *Teacher understanding of planning using success criteria and success indicators*
 - *Potential Solution Books study of Teacher Clarity & Professional Learning time to reflect and to develop school wide norms.*

Intended Outcomes: Student proficiency in the area of English Language Arts on state summative assessment (SBAC) 3% English Language Arts from 59% to 62% . Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following of the teaching and learning model.

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*
- *Coaching provided by strategists and Administrators to support teacher practice.*
- *Professional Learning provided to teachers including the support or planning with learning intentions and success criteria utilizing the teaching and learning cycle.*
- *Rigorous Tier 1 instruction.*
- *Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria*
- *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*
- *Acceleration /Intervention blocks of times delegated in master schedule for each grade level 1st-5th grade*
- *Focus on academic vocabulary*
- *Phonics/Phonemic Instruction at student levels with tiered instruction based on student needs*

**Resources Needed:**

- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- Counselor- In class SEL support
- Tier 1 & Tier 2 instructional materials to include Into Reading, Phonics 95 and ThinkCerca
- Intro Reading HMH materials and training for Tier 1 instructional materials
- CCSD Pacing guide, resources, prompts and rubrics
- *CTT's & SOSA support to support research based interventions in reading.*
- Computer based pathway programs: Edmentum/Exact Path, Smarty Ants,
- Amplify Science, current event readers- Non-fiction reading
- Literacy Block-Tiered instructional groups based on formative & summative assessments and scaffolding as needed.

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*
 - *Potential Solution: Master calendar pacing of items to ensure time is allotted*
- *Teacher and student attendance*
 - *Potential Solution: Class coverages when available and student attendance incentives*
- *Teacher in-depth understanding of new Tier 1 & 2 materials due to training and time*
 - *Potential Solution: Retreat days with pay for teachers to start professional learning paths, Professional Learning calendar to support teachers*
- *Teacher understanding of planning using success criteria and success indicators*
 - *Potential Solution: Books study of Teacher Clarity & Professional Learning time to reflect and to develop school wide norms.*

Improvement Strategy: *Solid Tier 1 instruction in core subject areas with scaffolding that will support students with the skills and strategies to increase proficiency in all core subject areas and using the Professional Learning Communities time weekly to unwrap, plan, and evaluate student progress. PLC time will be used to plan enrichment to support achievement/instructional gaps and support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners. The use of consistent Professional Learning Communities to evaluate the teaching and learning cycle for Tier 1 instruction and assessments.*

Rigorous Tier 1, 2, & 3 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): *Into Reading (HMH) Tier 1 Instruction, Phonics 95-3 ThinkCerca- 3, Edmentum/Exact Path-3 , Edulastic Assessment Bank- 3, Amplify Science-3.*



Intended Outcomes: *Increase student achievement while decreasing the achievement gap SBAC assessment in both reading and math for our lowest performing subgroup, Black/African American students, who need interventions and reteach opportunities. There will be a decrease of 3% in non-proficient students in English Language Arts from 60% to 55% and in math from 70% to 65% non proficient. The same Black subgroup growth percentage should increase on the MAPs assessment from Fall to Spring in both Math 80% non proficient to 75% and in Reading from 66% non proficient to to 63% .*

Action Steps:

- PLC meetings to support the teaching and learning cycle to support equitable education
- Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria
- Strong focus on rigorous tier 1 instruction with scaffolding instruction
- *Develop and provide consistency with daily Social Emotional Learning to develop relationships that support learning with support of the counselor*
- *Small group interventions behavior strategist*
- *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 enrich and support additional practice when needed for further growth.
- Pathway programs to support further student differentiation and assigned standards based tasks with goal setting.
- 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*
- *Enrichment/Intervention 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.*
- *ThinkCerca - English Language Arts Practice tasks*
- Envision/Savaas reteach and intervention material with guided discourse or modeling.

Resources Needed:

- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- Counselor - In class SEL support
- Computer based pathway programs: Edmentum/Exact Path & Goal Setting
- Paper Tutoring to support students individually
- Amplify Science, current event readers- Non-fiction reading



- Centers or Daily 5 with differentiated word work groups based on formative & summative assessments
- Phonics 95 reading instructional support
- Mentoring or check in scheduling by behavior strategist
- *CTT's & SOSA support to support research based interventions*
- Individualized behavior plan writing and support
- Professional Development in areas such as: explicit phonics for reading, developing RTI intervention plans, small group planning
- Literacy Block-Tiered instructional groups based on formative & summative assessments and scaffolding as needed.

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*
 - *Potential Solutions: Master calendar pacing of items to ensure time is allotted*
- *Teacher and student attendance.*
 - *Potential Solutions: Class coverages when available and student attendance incentives*
- *Teacher in-depth understanding of new Tier 1 & 2, 3 materials due to training and time.*
 - *Potential Solutions : Retreat days with pay for teachers to start professional learning paths, Professional Learning calendar to support teachers but is optional*
- *Teacher understanding of planning using success criteria and success indicators*
 - *Potential Solutions : Books study of Teacher Clarity & Professional Learning time to reflect and to develop school wide norms.*
- With an increase non-proficient students, teachers needed further coaching and support for intervening with students
 - Potential Solutions: Use of MAP data to support teacher with instructional strategies, strengths and weaknesses to develop support needed for each individual student
- Support in SEL strategies to mentor and develop positive relationships
 - Potential Solutions: Use of counselor and behavior strategist to provide professional learning and mentorship ideas and schedules that support relationships and engagements.

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. Collaborate with RB3 to ensure classroom support (EL strategies). Team will utilize WIDA data and indicators to plan for professional learning. Utilization of strategies presented in the ULD training. Title III money utilized to complete support after school tutoring.

Foster/Homeless: Identify and utilize supports that ensure equitable teaching and learning through culturally responsive teaching. The counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace resources, The Harbor, transportation, clothing,



supplies, food, etc)

Free and Reduced Lunch: Identify and utilize supports that ensure equitable learning through culturally responsive teaching. The counselor will collaborate with teachers, students, and families to provide wrap-around services as needed.

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. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	<i>Professional Learning Communities (PLC) weekly meetings & agendas, work samples</i>	<i>Professional Learning Communities (PLC) weekly meetings & agendas, work samples</i>	<i>Professional Learning Communities (PLC) weekly meetings & agendas, work Samples, Leadership Team meetings & agendas</i>
Data Reviewed	<p>Areas of Strength: 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 weekly, when 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 instructional teaching. Reviewing the teaching and learning cycle to support teaching practices and student growth. <i>Master schedule with 1 extra 50 minute period a week for teachers Kindergarten- 5th grade teachers to meet for PLC</i> <i>Master schedule 25-35 minutes of acceleration block daily to support differentiation, tiered instruction, and goal setting</i> <i>PLC agenda and calendar for each session for teachers to refer back towards.</i></p>		
	<p>Areas for Growth:</p>		



	<ul style="list-style-type: none"> ● <i>Ensure time during PLC's is spent solely on instructional planning and reflection and data analysis.</i> <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> ○ <i>Use the teaching and learning cycle to support Tier 1 instruction in core subject areas</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 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.</i> ● <i>Using the teaching and learning cycle specifically the planning component was consistently systematic in planning to support students understanding learning intention or success criteria.</i>
<p>Problem Statement</p>	<p>Overall math and ELA proficiency has declined. Students who are not proficient in math and reading will continue to fall behind because reading and math knowledge builds upon previous understanding.</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 and time constraints at times. Student absenteeism also impeded student growth on the MAPs assessment tool to use differentiation, scaffolding, and reteach strategies. Inconsistent delivery of instruction from one classroom to another. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent.</p>

Part B

<p style="text-align: center;">Adult Learning Culture</p>	
<p>School Goal: In Math 55% of teachers will meet the 50th percentile for median growth by the end of year. In Reading, currently 60% of teachers will meet the 50th percentile for median growth by the end of year. Using the MAP Quadrant data there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.</p>	<p>STIP Connection: <i>2-All students have access to effective educators.</i></p>



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

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

Intended Outcomes: *Elevate pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, 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 and using the MAP Quadrant data there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.*

Action Steps:

- Analyze data
- MTSS professional learning Tier 1, 2, 3 instruction
- Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria
- Reteaching & Reassessment Professional learning
- Tiered instruction, Scaffolding & Differentiation Strategies
- Professional learning Focus on vocabulary
- Professional Learning on Phonics
- Collectively decide school wide or grade level/department initiatives
- Observe classrooms for further individualize coaching
- PD- SEL objectives, teaching and learning cycle, learning intentions vs. success criteria
- Instructional Rounds for calibrating
- PD - Developing standards based assessments, data analysis
- PD- Intervention Plans - Differentiation, scaffolding and tiered instruction
- Equity and Diversity Professional Development for staff- Culturally Responsive Teaching
- AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Analysis of formative and summative data for ELL students (teachers, strategist and administration monitor formative and summative data).

Resources Needed:

- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- Counselor - In class SEL support lesson
- Behavior Strategist small group support
- Tier 1,2, 3 instructional materials in math and reading/writing to support student learning
- Use the teaching and learning cycle to support Tier 1 instruction focusing on learning intentions & success criteria
- Rethink & Sanford Harmony Tools, Restorative Justice structures



- *Pacing Guides*
- *Pathway programs to support student progress: Edmentum/Exact path, smarty ants, SAVAS*
 - Paper Tutoring to support students individually
- *Restorative Justice Resources*

Challenges to Tackle:

- Time
 - *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.*
- Full understanding of the rigor of the standard
 - Proved the PLC period to unwrap standards and analyze assessment to determine instructional planning to support Tier 1 instruction
- Long and short-range planning based on data (standards-based understanding, program use, curriculum review)
 - Provide structured PLC time to support unwrapping learning intentions for standards to support the pacing of long and short range planning using the teaching and learning model
- New curriculum material to unwrap pacing & instructional tools meeting the standard.
 - Teachers will be provided time during grade level planning to professional develop teachers with looking at the new curriculum material and matching it to the standard and appropriate instructional practices to engage learners

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 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*
- *Professional Learning- SEL objectives*
- *Instructional Rounds to calibrate instruction and reflect*
- *Professional Learning- Culturally Responsive Teaching*
- *Professional Learning - Developing standards based assessments, data analysis*
- *Professional Learning- Intervention Plans - Differentiation*
- *Master Scheduling with blocks of differentiated instruction/Enrichment*



- *MTSS professional learning Tier 1,2,3 instruction*
- *Reteaching & Reassessment Professional learning*
- *Professional learning Focus on vocabulary*
- *Professional Learning on phonics & phonics intervention*
- *Professional Learning on Learning Intentions & Success Criteria and how it supports teaching and learning cycle*

Resources Needed:

- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- Counselor - In class SEL support lesson
- Behavior Strategist small group support
- *Consultants virtual and in person training*
- *Explicit Phonics & Phonics 95*
 - *Haggerty supplemental*
- *Rethink, Sanford Harmony Tools*
- *Restorative Justice Resources*
- *Pacing Guides*
- *Pathway programs to support student progress: Edmentum/Exact path, smarty ants, SAVAS*
 - Paper Tutoring to support students individually

Challenges to Tackle:

- Time
 - *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.*
- Full understanding of the rigor of the standard
 - Proved the PLC period to unwrap standards and analyze assessment to determine instructional planning to support Tier 1 instruction
- Long and short-range planning based on data (standards-based understanding, program use, curriculum review)
 - Provide structured PLC time to support unwrapping learning intentions for standards to support the pacing of long and short range planning using the teaching and learning model
- New curriculum material to unwrap pacing & instructional tools meeting the standard.
 - Teachers will be provided time during grade level planning to professional develop teachers with looking at the new curriculum material and matching it to the standard and appropriate instructional practices to engage learners

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. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the IA Block as observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible):

*Implementation of ULD strategies

Foster/Homeless: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the IA Block as observed by instructional rounds and classroom observations.

Free and Reduced Lunch: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the IA Block as observed by instructional rounds and classroom observations.

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. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the IA Block as observed by instructional rounds and classroom observations.

Students with IEPs: Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Nevada School Climate/Social Emotional Survey, Panorama, Focus Ed</i>	SOT meeting Districtwide survey	SOT meeting Community survey



	<i>Data</i>	Panorama Survey Data Focus Ed Behavioral Data	Panorama Survey Data Focus Ed Behavioral Data
	<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. ● 97% of students said the school is safe 2023 ● Consistent reporting and communication regarding absenteeism in place <ul style="list-style-type: none"> ○ Parent face to face meetings regarding attendance ● Chronic absenteeism rate in 2023 22% <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 2023. ○ Black sub group absenteeism rate decreased to 27% in 2023 which did not meet the goal of 24% but was a decline from 2022. 		
Problem Statement	<p>Problem Statement: Reduce the percent of chronically absent students 3 % and make gains to improve attendance that will support the improvement on the Nevada School Performance Framework.</p>		
Critical Root Causes	<p>Difficult to connect with parents to support consistent attendance and for students to feel supported on campus. Chronic Absenteeism: 21% of students for 2023 were chronically absent</p> <p>28% of students were chronically absent out 684 students for the 21-22 school year</p> <ul style="list-style-type: none"> ○ 2022- 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.
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Part B

Connectedness	
<p>School Goal: <i>Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. In Spring 2023 the chronic absenteeism rate was 22% and we will reduce it to 19% for 2024.</i></p>	<p>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></p>
<p>Improvement Strategy: <i>MTSS committee meeting to review data and strategies to work with students and families. 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></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony, Rethink, Restorative Justice Practice - 4</i></p>	
<p>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. 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. Reduce black sub group absenteeism from 27% in 2023 to 25% for 2024. Students feel more confident and are willing to take risks to participate and engage in instruction.</i></p>	
<p>Action Steps:</p> <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>Behavior strategist support small group support</i> <ul style="list-style-type: none"> ○ <i>Counselor & Behavior strategist meet with student and/or parent to develop attendance contract to include incentives.</i> ● <i>Counselor supports with classroom lessons</i> ● <i>Expectations regarding attendance are transparent and communicated with rewards to students</i> ● <i>Expectations regarding attendance are transparent and communicated consistently on Parentlink and Parent handbook for families</i> 	



- *Instructional Rounds to support and give feedback on execution*
- *Student questionnaires to give feedback and support and make adjustments*
- *Staff to meet small groups to make further connections and support*
- *Mentoring with students and licensed staff*
- *Use of Panorama data to support students and their needs and disaggregating its data*
- *Teachers communicate daily to families when students are absent*
- *Counselor has conferences or calls and offers wrap around services*
- *Teachers, student, family meet with administration with families when students have 12 absences*
- *Educational decisions at 20 days of absenteeism*
- *MLT committee for mentoring check ins*

Resources Needed:

- SEL materials
- Restorative Justice Team Practices
- MLT committee
- Counselor
- Strategists- Behavior Strategist, Learning Strategist, Read by Grade 3 Coach
- Sanford Harmony & Rethink materials
- Treatment Agreement
- Staff to call families daily and calendar to 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:

- Parent engagements in understanding the attendance policy and regulations to support students being at school due to student absenteeism
 - Potential Solution- Attendance incentives and meet with parents
- Team having time to meet and support and touch base and make midcourse corrections if necessary.
 - Review and restructured the calendar to have committees MLT and Equity and Diversity Committee work to plan on incentives and support groups of students
- Student attendance to be able to participate in daily social emotional learning which is monitored and addressed through the MTSS process.
 - School wide incentivizing of classrooms for attendance to support engagement to attendance.
- Consistency across the school
 - Teachers and staff were provided guidelines for reporting with a check in feature and additionally the incentive helps classrooms



recognize when help is needed.

Intended Outcomes:

Black subgroup's achievement gap continues to grow, indicated both by the state summative exam (SBAC) proficiency gap of 70% 2023 on the state math summative assessment. In English Language Arts the Black subgroup on the state summative state assessment (SBAC) shows a proficiency gap of 2023 36% and will decrease.

Action Steps:

- *Teachers were given professional development to support students with social emotional learning lessons and character development.*
 - *Daily classroom circles*
 - *Classroom Treatment agreement*
- *Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts.*
- *Counselor will provide classroom lessons*
- *Behavior Strategist will support small groups*
 - *Developing a plan/contract with students and/or parents to increase attendance which include incentives.*
- *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 parent conferences to make further connections and support with wrap around services*
- *Expectation Assemblies twice a year at minimum*
- *Incentives to support positive attendance*

Resources Needed:

- SEL materials
- MTSS process and procedure Professional Learning & Committee
- Restorative Justice Team Practices
- Counselor
- Strategists - Behavior Strategist, Learning Strategist, Read by Grade 3
- CTT & SOSA support
- 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 and staff attendance to be able to participate in daily social emotional learning which is monitored and addressed through the MTSS process for SEL and behavior .
 - *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. Additionally, Review and restructured the calendar to have committees MLT and Equity and Diversity Committee work to plan on incentives and support groups of students*

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. Small group differentiated instruction provided as needed to close the achievement gap.

Foster/Homeless: Daily small group meetings for check-in as well as monitoring engagement student progress. Counselor support as needed to provide wrap around services as needed.

Free and Reduced Lunch: Daily small group meetings for check-in as well as monitoring engagement student progress. Small group differentiated instruction provided as needed to close the achievement gap.

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. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction.



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>Strategic Budget</i>	\$4,229,325.22	<i>Staffing, General Supplies</i>	<i>Student Success, Adult Learning Culture, Connectedness</i>
<i>General Fund Licensed Positions</i>	\$3,055,463	<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	\$517,760	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	\$110,550	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	$\$14,739 \times 2 = \$29,478$	Certified Temporary Tutor	<i>Student Success, Adult Learning Culture and Connectedness</i>
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