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.*

Principal: Tara Doetch
School Website: glentaylorelementary.com
Email: speaktl@nv.ccsd.net
Phone: 702-799-6892
School Designations: ☐ Title I   ☐ MRI   ☐ CSI   ☐ TSI   ☐ ATSI

Our SPP was last updated on 2/7/2025.

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/2024/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)** *(required)*
Rachel Dupris	**Other School Leader(s)/Administrator(s)** *(required)*
Jamie Rodriguez, Erica Shearer, Lauren Peterson, Christy Simon, Chelsea Tystad, Brooke Kleiner, Chalese Holland, Aaliyah Ward	**Teacher(s)** *(required)*
Melissa West, Chelsea Starr	**Teacher(s)** *(required)*
Mary Betchel	**Paraprofessional(s)** *(required)*
Kim Burnett, Casey Karlson	**Parent(s)** *(required)*

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
SOT Meeting Budget/ Status Check	1/30/24	7	School Operation Plan & Status Check Act 2
Town Hall Meeting	2/21/24	8	Review of data, school wide goals and MAP winter data 2023
SOT/ CIT Meeting	6/3/24	10	Review Spring data with referring back to status check
PTO General Meeting	8/22/24	30	Review school wide goals after looking at benchmark data to start 24-25
Data Night Parent Engagement Night	9/5/24	180	Review school wide goals after looking at benchmark data to start 24-25
SOT Meeting	9/27/24	7	Review Act 1
SOT Meeting	12/17/24	7	Reviewed winter MAP data

PTO General Meeting	1/9/2025	11	Goals and Data reviewed
Leadership Meeting	1/14/2025	14	Review of Data for Act 2 and Operation Plan
SOT Meeting	1/29/2025	7	Review Act 2 andOperation Plan
SOT Meeting	2/26/25		Review of data and school wide goals with SPP using operation plan
Family Engagement Night	3/7/2025		Focus on attendance goals

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	*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 data, Morning Meeting Resource book.*	*ELA/Math/Science Calibration Walkthroughs,Formal and Informal Observations, Grade Level SLGs, PLC Meetings, Edmentum, Into Reading, Envisions, Amplify Science, 95 Phonics*
	Areas of Strength: MAP assessment tool and growth markers exceeding district average, High marks on the Students Satisfaction Survey, SLGs and Formal Observation Cycle provide feedback for teacher reflection, PLC's to support planning and data analysis.		
	Areas of Growth: Standards Mastery and Growth as measured by the WIDA Assessment, SBAC, and MAP data.		

	Data Reviewed:
	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, 2024-2025 MAP Data, Absenteeism Data
	Spring Data 2024
	 MAP Data
	       Spring 2023-24 MAP Data
	          ● Achievement for MAP		

- - - Using above the 60th percentile as a marker for proficiency the data shows 59% of students were above the 60th percentile in math
      - Using the 60 th percentile as a marker for proficiency the data shows 50% of students were above the 60th percentile in reading.
      - In banded achievement ranges see the following:
        - Reading: 1-40th percentile decreased % of students from 32% to 30%, 41-69 percentile we increased students from 26% to 29.8%
        - Math: 1-40th percentile decreased % from 31.7% to 24.5%, above 70th percentile increased students from 40% to 49.8%.
  - Projected Proficiency for math via SBAC is 55% Reading and 54% in math when using MAP data
  - Projected Growth:
    - Reading: 48% of students met projected growth
      - 50% of Asians made their reading projected growth with 44% of two or more races meeting projected growth from largest to smallest with a discrepancy of 6%.
    - Math : 62% met the projected growth
      - 71% Black/African American with two or more races meeting math projected growth of 45% with a larger discrepancy of 26%
  - Panorama Data 3rd- 5th Gr
    - Students feel they have supportive relationships with 92%
    - Areas of concern that may affect learning are:
      - Challenging Feelings when down to 60%
      - Emotional Regulation went down to 46%
  - Chronic Absenteeism Data- refers to student engagement
    - Schoolwide chronic absenteeism down to 12% for consistently enrolled students
    - Grade level with highest chronic absenteeism Kinder 31.4% - Biggest impact on learning
- District Survey areas of focus data questions we will focus on:
  - My intelligence is something that I can't change very much went down from 18.69% 15.74%
  - Do more than what is expected of you? Has went up slightly but still we want students to attend and engage in learning and was from 54.27% to 55.33%
  - I only volunteer to answer a question if I am sure my answer is right. This went up from 51.76% to 52.28% and this does not show students are engaging and reflecting on learning and asking for help. Which reflects learning attitude
  - Getting through something even when I feel frustrated. Went down slightly but still in red from 47.74% to 45.69% about social learning

Winter 2023 MAP Data
- Using above the 60th percentile as a marker for proficiency, the Winter Math MAP data shows 53% of students were above the 60th percentile compared to 48% students in the Fall semester (a 5 point increase).
- Similarly in Reading, 52% of students were above the 60th percentile in the Winter semester compared to the 49% students in the Fall semester (a 3 point increase).
- Projected Proficiency for Math is 61% meeting and 23% partial understanding for math.
- Projected Proficiency for Reading 55.9% projected proficient and 23.3 partial proficient.
- 61% of students met their projected growth
- Median Growth Percentile from Fall to Winter 2023 in Math 65% meeting projected growth and Reading 59% of students meeting their projected growth
- The largest jump for Median Growth percentile was in 2nd Grade in Math 79 Percentile was the median score and 74% of students meeting their projected growth
- The largest jump for Median Growth percentile was in 2nd Grade in Math 74 Percentile was the median score and 66% of student meeting their projected growth

MAP Data Fall 2024
- 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

Map Data Winter: 2024
- We have met the goal for 2nd grade and Kindergarten for proficiency in accordance for MAP for reading in the Winter.
- Kinder: Fall 37% and Winter 50%
- 1st Grade Fall 50% Winter 39% decreased 11%
- 2nd Grade Fall 55% and Winter 64% increase of 9%
- 3rd Grade Fall 57% Winter 47% decrease of 10%
- 4th Grade Fall is 65% and 57% in Winter a decrease 8%
- 5th Grade 46% in fall and 44% in winter.
  School wide data indicates 52% of students met the projected growth for winter.
- We have decreased to only 29 % of students who are underneath the 40th percentile in reading at Winter.
  When reviewing school wide data it indicates 14 teachers in the high growth high achievement out 29 teachers

SBAC Data 23-24

- SBAC decreased from 64% proficient in 2023 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

Chronically absent students decreases in 2022 from 27.9% to 2023 21.2% chronically absent to be present for instruction
Winter Data 2023
- Current Chronic absenteeism for chronic students has decreased to 16.9% .
- The Black African American subgroup chronic absenteeism have decreased to 24.4% The gap from the total absenteeism and the Black subgroup is the largest which the difference is 7.5% which we would like to decrease this gap over time.

Chronic Absenteeism- Focus Ed and Infinite Campus-
1st semester of 24-25:
- decreased chronic absenteeism for the black sub group from 26.8% from 18%.
- Kindergarten sub group is 28.6% chronic absenteeism and has decreased from 31%
- 1st grade has a 9% chronic absenteeism
- School wide chronic absenteeism is 17% and 13.5% when excluding MDP codes
  Action Steps: Teachers focus in class meeting allows for check ins and for students to be seen which is developing rapport that transfers to students attending. Incentivizing coming to school and developing student focused goals also improves students attendance.

Panorama Data Winter 24-25
Panorama Data 3rd- 5th Gr
  - Students feel they have supportive relationships with 91%
  - Greatest Increase: Raise Your Hand 81%
  - Areas of concern that may affect learning are:
    - Growth Mindset: 52 %
      - When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time

Problem Statement	Overall decrease in reading proficiency is lower than math due to lack of engagement and stamina to regulate for students to own learning using Tier 1 material for teaching and limited instructional strategies utilized for students to access. The following is the data that supports this problem: ● Reading proficiency on MAP is 60%th in Winter ● 1st Grade shows the lowest proficiency in reading with only 49% can relate to their high chronic absenteeism rate in kindergarten due to lack of skills ● 5th grade's Median 56 percentile in 5th grade ● In reading the students who scored 60th percentile or higher in reading are as follows: K- 60%, 2nd Grade 73%, 3rd Grade 60%, 4th Grade 65 percentile. ● In reading only 52% of students met their projected growth and in math 64% met their projected growth to show the discrepancy in skills
Critical Root Causes	Lack of rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.

Part B

Student Success	
School Goal: The growth in achievement on the MAPs assessment by grade level with moving proficiency of students above the 61st percentile as a school from 50% (2023-2024) to 54% (2024-2025)and the grade level goals as the following: Kindergarten: In reading from 46% to 50%	**Aligned to Nevada's STIP Goal:** *3- All students experience continued academic growth.*

1st Grade: In reading from 46 %to the 50%
2nd Grade:In reading growing from 55% to 59%
3rd Grade: In reading 52 % growing students 56%
4th grade: In reading 54% growing students 59%
5th grade: In reading 45 percentile growing students to 50%

Increasing students who met their projected growth increasing from 48% to 52% in reading

Decreasing students under the 40th percentile from 30% to 26% in reading due to tiered instruction and the following of the teaching and learning model.
This will be exemplified in the MAP assessment from fall to spring of 2024-25.

Improvement Strategy: *Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. 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.*

Utilizing tools to support students who need Tier 2, & 3 with skills 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 and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.

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: If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 50 to 54% of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.

Action Steps:

- *Provide professional learning to use instructional strategies that support student learning. IE: Teacher Clarity- Learning Intentions, Success Criteria with the use of Learning progressions with a focus on Success Criteria and student's focus their learning*
  - *Book study Success Criteria with consistent Professional Learning & Focal point walk throughs for data collection*
  - *Continue instructional strategies with Notice and Note Professional Learning multiple professional learning modules to support teacher instruction tools for Tier 1 instruction and support the teaching and learning cycle(RPDP to provide continued support)*
  - *Focus on gradual release model to support student engagement in professional learning and planning*
- *Provide professional learning for the Science of Reading to support teacher pedagogy that will support lesson planning and guided instruction to improve student achievement .*
  - *Follow up time and work to support teachers further understanding of Science of Reading as this professional learning will continue through the 2025-26 school year.*
- *Teacher observation cycle supports teaching and learning cycle to support instructional practices*
- *Rigorous Tier 1 instruction supported with data checks at PLC specifically in HMH, 95 Phonics,*
- *Rigorous PLC's that support the Teaching and Learning Cycle*
  - *Delegation of PLC agenda's to grade level chairs to determine the differentiated needs of groups of teachers*
- 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*
- *Instructional Rounds to calibrate instruction and using Look For Document*
- *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*
- *Support teachers, students and their families with attendance policies and plans when needed to have students in class engaging in instruction.*
- *Focus on MTSS and tiered instruction to support student achievement growth during PLC*
- *Enrichment/ Intervention proved during Acceleration 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. Focus on Growth mindset and the power of "Yet"*
- *Using Teacher leaders to inform and support differentiated practices*

Resources Needed:
- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist, Gate teacher
- CTTs and SOSAs to support student groups
- Teacher books for PL -Success Criteria & Notice and Note, Morning Meeting Book for Social Emotional Learning
- Science of Reading materials and PL, follow up work
- Gradual Release support PL by RPDP
- MAP data to guide instructional support
- Data-based intervention groups w/ the use of assessment tools to develop groups by skill
- Counselor
- HMH materials and Read by 3 coaching
- 95 percent coaching
- CCSD Pacing guide, resources, and rubrics
- Computer based pathway programs: Edmentum/Exact Path
- Focal Point for calibration classroom walk throughs & School Google forms to collect data for additional support
- Common Core Companion Guided to support acceleration block reading on standard
- Master Schedule- Enrichment & Intervention Blocks including GATE Instruction
- Master Schedule to support Professional Learning Communities (PLC) time weekly
- Panorama Data
- PLC master calendar with duty coverage to allow for 80 minute PLC's
- Teacher sub days and prep buys for planning and professional learning.

Challenges to Tackle:
- *Teachers will struggle with time to support Science of Reading extra work outside PL and still provide time for meetings and planning*
  - *Potential Solution: Clear calendar of all dates for best ways to work on new Science from Reading material and then separate time for planning at grade level time. Providing prep buy and Sub days to support teachers with planning, pacing, Assessment and analyzation that support standards based teaching.*
- *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 and giving extra time with PLC starting prior to students entering with specialists covering their start time.*
- *Teacher and student attendance*
  - *Potential Solution: Class coverages when available and student attendance incentives and tiered attendance plans for students and meeting with parents consistently.*
- *Teachers who are resistant to planning with the gradual release model and planning and executing instructional strategies such as the use of success criteria as they do not believe it promotes student engagement.*

- - Potential Solution: *Professional learning time provided for Books study of Success Criteria Professional Learning time to reflect and to develop school wide norms.*
  - *Teachers who are resistant to consistently doing daily SEL lessons and circle time to build relationships among staff and students*
    - *Potential Solution: Book student of Morning Meeting with time provided at PLC and staff meetings to develop student success.*

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 who are non proficient 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 and pacing guide, curriculum hub and all other district resources*
- Use the Teaching and learning cycle to support teacher pedagogy with a focus on learning intentions and success criteria
- *Instructional Rounds to calibrate instruction*
- *Use PLC time to support data collections, collaboration, and professional learning to support the needs of teachers*
- *Data collection to support action steps for groups and individuals*
- *Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual needs*
- *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*
- *Calibrate writing expectations through rubrics to gauge student progress with a focus on Student Learning Goals.*
- *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

- GATE
- Tier 1 & Tier 2 instructional materials to include Into Reading, Phonics 95
- Intro Reading HMH materials and training for Tier 1 instructional materials
- CCSD Pacing guide, resources, prompts and rubrics
- *CTT & SOSA support research based interventions in reading with strategists and counselor.*
- 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, Edmentum/Exact Path-3 , Amplify Science-3.*

Intended Outcomes: *Increase student achievement while decreasing the achievement gap using the SBAC assessment in both reading and math*

for our lowest performing subgroup, Black/African American students, who need interventions and reteach opportunities. Additionally, tracking our largest subgroup LEP where there will be an increase of proficiency of 3% in English Language Arts from 34% to 48% on MAP meeting the 41st percentile . The same Black subgroup growth percentage should increase proficiency on MAP assessment with meeting the 41st percentile on the MAPs assessment from Fall to Spring in Reading from 53% non proficient to 60% . Winter showed a growth from 53% to 57% from in the black subgroup and in LEP MAP data shows an increase of 34% proficient ot 45% proficient.

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 and daily SEL morning meetings*
- *Coaching provided by strategists & Administration*
  - *In daily to provide feedback*
- *Model classroom walkthroughs to best support trends*
- *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 HMH provides support for teachers to enrich and support additional practice when needed for further growth..
- 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. 95 Percent support*
- HMH Tools and supported pacing to work with standards based assessments
- HMH coaching and professional learning opportunities

Resources Needed:
- Strategists: Learning Strategist, Read by 3 Coach, Behavior Strategist
- Counselor - In class SEL support

- Amplify Science, current event readers- Non-fiction reading
- Using gradual release model to support independent practice with Centers or Daily 5 with differentiated/scaffolded word work groups based on formative & summative assessments
- 95 Phonics reading instructional support and coaching with both Tier 1 material and leveled libraries
- Mentoring or check in scheduling by behavior strategist
- *CTT & 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 and once a month prep buy or CU's for professional learning plan.*
  - *PLC planning time will increase from 50 to 80 minutes weekly to support more time to dive into supports for the teaching and learning model*
- *Teacher and student attendance.*
  - *Potential Solutions: Class coverages with SOSA to not interrupt other class progress with coverage and breaking classes up when available*
  - *student attendance incentives and tiered plans to determine needs of students with families*
- *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.*
- *Teacher understanding of planning using success criteria and success indicators*
  - *Potential Solutions : Books study of Success Criteria to best gauge for planning with the use of district resources and pacing guides.*
  - *Use of AI to support teaching & 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 instructional 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. CTT's will provide instruction for tiered interventions and accelerations.

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**
Data Reviewed	*Professional Learning Communities (PLC) weekly meetings & agendas, work Samples, dissect using assessment data and calibration to standards and professional learning to support Instructional Design and Delivery.*	*Professional Learning Communities (PLC) weekly meetings & agendas, work Samples, coaching with feedback, professional learning, Google Forms for further support*	*Professional Learning Communities (PLC) weekly meetings & agendas, work Samples, Leadership Team meetings & agendas*

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. Visual opportunities to discest data through MAP data and calibration of individual assessment data, Panorama and grading procedures. They are affected by instructional teaching. Reviewing the teaching and learning cycle to support teaching practices and student growth with the focus on student ownership of learning. Professional learning provided on a calendar to support grade levels and school level needs to support instructional strategies that scaffold for students for grade level standards.

Master schedule with weekly 80 minute period a week for teachers Kindergarten- 5th grade teachers to meet for PLC
Master schedule provides support for teachers and to develop Tier II and Tier III lessons for students' needs using data and engagement strategies and goal setting with students using data.
PLC agenda and calendar for each session for teachers to refer back towards.

Areas for Growth:
- Students are needing more support with metacognitive thinking and to be engaged in the learning so they are not compliantly completing tasks as indicated as a high percentage during walkthroughs.
- Students do no regulate and direct their own learning
- Students do not ask questions based on the strategies but how to complete items
    - Panorama reports: 28% of students will ask a teacher for ways to do better next time.
- *Teachers will Ensure time during PLC's is spent solely on instructional planning and reflection and data analysis.*
    - *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 with built in instructional strategies .*
    - *Use the teaching and learning cycle to support Tier 1 instruction in reading and writing*
- *Increase student achievement while decreasing the achievement gap SBAC assessment in our lowest performing subgroup of Black students. In English Language Arts the Black subgroup on the state summative state assessment (SBAC) shows a proficiency gap from Black subgroup to the 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.*
- Using the teaching and learning cycle specifically the planning component was consistently systematic in planning to support students understanding learning intention or success criteria.
- *Winter Results 2024 MAP -* In Reading 48.7% of teachers were in the High growth quadrants. The classes in the low growth, low achievement are multigrade self-contained classrooms with at least one or more grade levels from this

	room being in the area due cognitive skills or learner behaviors impeding progress.
Problem Statement	Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding due to limited stamina and engagement in learning.
Critical Root Causes	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 to provide instructional strategies and for students to have an ownership in learning.

Part B

Adult Learning Culture	
School Goal: Increase the percentage of teachers using engagement strategies, specifically using teacher clarity which will include interacting with learning intentions (LI) and success criteria (SC) and by the end of semester 1 we anticipate 60% will LI & SC of teachers using engagements strategies noting student metacognition and by the end of semester 2 we anticipate seeing SC 50 % (2024-2025) of teachers engaging students using instructional strategies of SC and metacognition.	**STIP Connection:** *2-All students have access to effective educators.*
Improvement Strategy: Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. This use strategisties will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PD - 2*	
Intended Outcomes: Improve student outcomes specifically in reading and writing with elevated pedagogy and instructional practices and the	

use of teaching and learning cycle with a focus on data, to plan lessons with instructional strategies that provide students with activities of rigor and later 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 will show the use of engagement strategies will effectively support student growth.

Action Steps:
- *PLCs to review teaching and learning cycle to support planning of instructional strategies for student engagement and reviewing data to gauge student achievement.*
- *Coaching and feedback using the data from Focal Point/GT Focal Point Google Survey to engage individual teachers and grade levels to determine correlations to student achievement.*
- *Teacher and student relationships will be cultivated with the book study and calibration walks to support students in accessing academic criteria .*
- *Professional learning provided and differentiate by teacher and student need and data analyzation.*
- *Success criteria book study to support ideas for teacher clarity and student stamina*
- *Analyze data to gauge student growth in reading and writing that supports instructional strategies*
    - *Notice and note strategies*
- *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 to engage student in learning*
- *Tiered instruction, Scaffolding & Differentiation Strategies*
- *Professional Learning on Phonics*
- *HMH Professional Learning*
- *Collectively decide school wide or grade level/department initiatives*
- *Observe classrooms for further individualize coaching focusing on student engagement*
- *PD- SEL objectives, teaching and learning cycle, learning intentions vs. success criteria, LTRS*
- *Instructional Rounds for calibrating*
- Equitable access in classroom to all instruction focusing on student entry point
- 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: Read by 3 Coach, Behavior Strategist
- Success Criteria Book
- Morning Meeting Book, (Responsive Teaching)

- Counselor - In class SEL support lesson for students to trust in expressing themselves during learning
- Behavior Strategist small group support- to support students to access learning strategies with confidence
- *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*
- *Sanford Harmony Tools, Restorative Justice structures*
- *Pacing Guides*
- *Restorative Justice Resources*

Challenges to Tackle:
- Time to plan using instructional strategies
  - *Teachers did not have appropriate time during contractual parameters for professional development which was remedied by adding an extra preparation period buyout once a month*
  - *Providing common prep time to collaborate with grade levels on use of strategies with tier 1 material*
- New curriculum material in reading and writing and finding how it meets engagement and standard development and understanding the Science or reading with pedagogy.
  - 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
- Budgetary restrictions to support students

Intended Outcomes:
If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 51 to 60 % of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.

Action Steps:
- *Analyze data*
- *Observe classrooms for further individualize coaching*
- *Teacher and student relationships will be cultivated with the book study and calibration walks to support students in accessing academic criteria .*
- *Focal Point to support and strategize for teachers and groups of teachers*
- *Professional Learning as needed focused on student engagement.*
- *Instructional Rounds to calibrate instruction and reflect*

- *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 on phonics & phonics intervention*
- *Professional Learning on Learning Intentions & Success Criteria and how it supports teaching and learning cycle*

Resources Needed:
- Strategists: 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*

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

		SOT meeting	SOT meeting
	Nevada School Climate/Social Emotional Survey, Panorama, Focus Ed Data	Districtwide survey Panorama Survey Data Focus Ed Behavioral Data	Community survey Panorama Survey Data Focus Ed Behavioral Data

Data Reviewed	*Areas of Strength:*
	Chronic Absenteeism- Focus Ed and Infinite Campus-
	1st semester of 24-25:
	● decreased chronic absenteeism for the black sub group from 26.8% from 18%.
	● Kindergarten sub group is 28.6% chronic absenteeism and has decreased from 31%
	● 1st grade has a 9% chronic absenteeism
	● School wide chronic absenteeism is 17% and 13.5% when excluding MDP codes
	Action Steps: Teachers focus in class meeting allows for check ins and for students to be seen which is developing rapport that transfers to students attending. Incentivizing coming to school and developing student focused goals also improves students attendance.
	
	Spring Data 2024
	● Decreased of chronic absenteeism to 15.8 % which is 89 students of 593 and 12% of continuous enrolled students
	● 5th grade having the lowest amount of chronically absent students
	  ○ Students worked for incentives such as end of year trip
	● Asian subgroup has the lowest amount of chronically absent students
	● Tiered attendance intervention system and structure
	● Incentives provided to individual and groups of students
	● Parent meetings with administration and counselor to support, provide wrap around services and education about absenteeism consistently starting with parent conferences and moving throughout the year.
	● Counselor meets with chronically absent individually to support students and families to develop relationships
	● Calendared and communicated expectations and incentives
	● Attending and getting ideas from Attendance Counts Professional Learning
	● Panorama Data 3rd- 5th Gr
	Panorama Data Winter 24-25
	Panorama Data 3rd- 5th Gr
	  ○ Students feel they have supportive relationships with 91%
	  ○ Greatest Increase: Raise Your Hand 81%
	  ○ Areas of concern that may affect learning are:
	    ■ Growth Mindset: 52 %

- When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time
- District Survey:
  - My intelligence is something that I can't change very much went down from 18.69% 15.74%
  - Do more than what is expected of you? Has went up slightly but still we want students to attend and engage in learning and was from 54.27% to 55.33%
  - I only volunteer to answer a question if I am sure my answer is right. This went up from 51.76% to 52.28% and this does not show students are engaging and reflecting on learning and asking for help.
  - Getting through something even when I feel frustrated. Went down slightly but still in red from 47.74% to 45.69% about social learning
  - School Safety had positive results with 94% felt safe and only 6% of students do not come to school because they don't feel safe at school which is in the green.
  - This school encourages an appreciation of student diversity and respect for each Other. Remains consistent in the green at 94.92%
- Behavior data indicate a decrease in every month but January and April
  - Total Behavior events went from 39 events in 22-23 to 28 events in 23-24

2023-24

- January Data Indicates: Current Chronic absenteeism for chronic students has decreased to 16.9% . The Black African American subgroup chronic absenteeism has decreased to 24.4% The gap from the total absenteeism and the Black subgroup is the largest with the difference being 7.5% which we would like to decrease over time. Tiering absenteeism to support and scaffold this through school wide, classroom. individual support with incentives and supported individual plans as needed. Parent communication also has supported increased outcomes. Use of information from Attendance Works has supported the attendance team in this process. Use of parent communication link to easily explain student whereabouts has also provided seamless understanding of student absenteeism.
- 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
  - Parent face to face meetings regarding attendance
- Chronic absenteeism rate in 2023 22%

	Areas for Growth: Chronic Absenteeism: 17.7% which is 107 out of 606 students were chronically absent as of winter 2024. The largest grade level is 31% of Kindergarten is chronically absent which is double our school The largest subgroup with largest chronic absenteeism is 26.8% Black students which accounts for 11 and Hispanic which is 23% chronically absent which is 39 students compared to the smallest percentage chronically absent is 11.8% of Asian students which account for 6 students. This is a difference of 15% and accounts for instructional time being missed.
Problem Statement	Problem Statement: Reduce the percent of chronically absent students overall by 3 % and specifically targeting Kindergarten students who had double the amount of students chronically absent students from 31% to 27% and focusing on Black subgroup to decrease chronic absenteeism from 26.8% to 23% that will support the improvement as indicated in Focus Ed.
Critical Root Causes	Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Students not seeing the goal for being at school and how it is related to academic success or positive support.

Part B

Connectedness	
School Goal: *Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%*	**STIP Connection:** *Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated*

Improvement Strategy: MTSS committee meeting to review data and strategies to work with students and families with a tiered approach. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. *Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies. Teachers will be provided resources for supporting relationships through SEL lessons with counselor support and how to best deal with frustration. Engage our youngest student families to understand the importance of school and engage them in the importance of Kinder and primary curriculum.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Responsive teaching, Morning Meeting book study, Sanford*

Harmony, Rethink, Restorative Justice Practice - 4

Intended Outcomes: Re-engage and strengthen trust and engage students of all groups but specifically our younger students in Kindergarten and 1st grade and 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 26.8% absenteeism to decrease to 23% for the 2024--25 school year. The year end chronic absenteeism was 18.6% per NSPF and the goal is to decrease to 16% for the entire school average.
Students feel more confident and are willing to take risks to participate and engage in instruction.

Action Steps:
- *Teachers were given professional development to support students with social emotional learning lessons and character development using Morning Message Book Study.*
- *MTSS to support individual students in goals and mentorship relationships.*
- *Teachers also used restorative justice practices which include daily class meetings, restorative circles, and class contracts and townhall results*
- *Behavior strategist support small group support*
  - *Counselor & Behavior strategist meet with student and/or parent to develop attendance contract to include incentives.*
- *Counselor supports with classroom lessons*
- *Expectations regarding attendance are transparent and communicated with rewards to students*
- *Expectations regarding attendance are transparent and communicated consistently on Parentlink and Parent handbook for families*
- *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*
- *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*
- Tiering absenteeism to support and scaffold this through school wide, classroom. individual support with incentives and supported individual plans as needed. Parent communication also has supported increased outcomes.
- Use of information from Attendance Works has supported the attendance team in this process.
- Use of parent communication link to easily explain student whereabouts has also provided seamless understanding of student

absenteeism.

Resources Needed:
- SEL materials- Morning Meeting book for each teacher
- Restorative Justice Team Practices
- MLT committee
- Counselor
- Behavior Strategist, Read by Grade 3 Coach
- Sanford Harmony online resource
- 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
- Calm box for each room to support students in frustration
- Equity and Diversity Professional support for parent version of Townhall
- Townhall lesson each semester to get feedback on climate with students
- Incentive materials and calendared rewards and check ins school wide

Challenges to Tackle:
- Parent engagements in understanding the attendance policy and regulations to support students being at school due to student absenteeism and systems and structures in school.
  - Potential Solution- Attendance incentives and meet with parents & share at townhall review of data.
  - Potential Solution: Engage our youngest students families with specialized information and understanding school with how we can partner.
- 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:

Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%

Action Steps:
- *Teachers were given professional development to support students with social emotional learning lessons and character development.*
  - *Morning Message Book study*
  - *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 and a calendar of each.*

Resources Needed:
- SEL materials- Morning Message book for each student
- MTSS process and procedure Professional Learning & Committee
- Restorative Justice Team Practices
- Counselor
- Cool Down box to support students in escalation/ De-escalation room materials
- Strategists - Behavior Strategist, Read by Grade 3
- CTTs & SOSAs support
- Sanford Harmony materials
- Treatment Agreement & trust building activities
  - In and out Rapport focus on expectations
- Staff to call families daily and meet with Administration and Counselor with Glen Taylor's attendance plan
- Panorama
- Equity and Diversity Professional Development support of Townhall

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
- Time for teachers, administration, counselor, and parents to meet and partner with one another to support positive student attendance to get parents to see the importance
  - Provide attendance guidelines immediately from entering school and providing consistent communication of incentives and policies.

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)
Strategic Budget	$4,614,398.02	*Staffing, General Supplies*	*Student Success, Adult Learning Culture, Connectedness*
General Fund Licensed Positions	$3,331,700	*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*	*Student Success, Adult Learning Culture and Connectedness*
At Risk Fund	$251,361	*Licensed Teaching Staff, Support Staff, Supplies & Supplementals*	*Student Success, Adult Learning Culture and Connectedness*
General Fund Support Staff Position (Including Certified Temporary Tutors & Substitute on Special Assignment)	$633,892	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	*Student Success, Adult Learning Culture and Connectedness*
EL Funds	$115,861	General supplies and supporting & Licensed Positions	*Student Success, Adult Learning Culture and Connectedness*
General Fund Supplies	$69,619	Supplies	*Student Success, Adult Learning Culture and Connectedness*