



Clark County School District

Walter V Long Elementary School

School Performance Plan: A Roadmap to Success

Walter V Long Elementary School 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: Rigel Painter

School Website: <https://www.long-ccsd.net/>

Email: paintra@nv.ccsd.net

Phone: 702-799-7456

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/27/2022.



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/walter_v_long_elementary_school/2022/nspf/.

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
Rigel Painter	Principal
Theresa Corry	Assistant Principal
Emilee Chavira	Kindergarten Teacher
Angelina Basile	First Grade Teacher
Alejandra Linares	Second Grade Teacher
Stacey Skidmore	Third Grade Teacher
Shana Prue	Fourth Grade Teacher
Barbara Fenton	Fifth Grade Teacher
Nancy Kjenstad	Science Teacher
Kristin Boesch	Learning Strategist
Janine Jauregui	Learning Strategist



Paige Karetny	Learning Strategist
Angela Slater	Learning Strategist
Eileen Contreras	Paraprofessional(s) <i>(required)</i>
Vivian Ratliff	Instructional Assistant
Diana Robles	Parent(s) <i>(required)</i>



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Meet and Greet	8/5/2022	Welcome Back to School
Annual Parent Meeting	9/2/2022	Annual Parent Meeting - Title I, Math Games to play at home to help with automaticity with facts, Parent and Family Engagement Policy, SPP Information
Stories and Snack	9/28/22	Greet teachers, have a snack, get a free book
Parent Teacher Conferences	10/10/22-10/14/22	Check current behavior and academic needs for each student/child, provide ways to assist at home and school, provide ideas for how to help child be more successful at school



School Goals

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

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>Student Performance Data MAP ELA 49% of students met their growth, MAP Math 50% of students met their growth. SBAC ELA shifted from 19.6% proficiency in 2020-2021 to 22.4% proficiency in 2021-2022. SBAC Math shifted from 9.6% proficiency in 2020-2021 to 19.1% proficiency in 2021-2022.</p> <p>AB 219 The percent of ELL students who met SBAC ELA proficiency increased 6.6% from 2017-2018 to 2018-2019. No SBAC was taken in 2019-2020 due to distance learning. The percent of ELL students who met SBAC ELA proficiency in 2020-2021 was 11.8% and in 2021-2022 was 12.9%. This indicates an increase of 1.1 percentage points.</p> <p>The percent of ELL students who met SBAC Math proficiency increased 6.9% from 2017-2018 to 2018-2019. No SBAC was</p>	<p>School Climate Data – We did not meet our goal for 2020-2021 shifting to less students in yellow/red on Panorama from 29% in the fall to 10% in the spring (see Chart 7). However, we felt that this was not an impactful measure nor what we should be aiming for. Panorama data indicated that students struggle the most with emotional regulation at 37% vs. all others such as supportive relationships 86%, sense of belonging 62%, and so forth (see Chart 8).</p>	<p>Student Performance Data from 2018, 2019, 2021, 2022 - see link above</p> <p>Additional Data See charts below. Chart 1 – Rocket Math Chart 2 – MAP Math Chart 3 – STAR Math Chart 4 – MAP Reading Chart 5 – STAR Reading Chart 6 – Teacher NEPF Growth Chart 7 – Panorama Survey Green vs Red/Yellow Chart 8 – Panorama Survey Detailed</p>



	<p>taken in 2020-2021 due to distance learning. The percent of ELL students who met SBAC Math proficiency in 2020-2021 was 6.3% and in 2021-2022 was 8.6%. This indicates an increase of 2.3 percentage points.</p> <p>The percent of students who met WIDA AGP in 2017-2018 was 41.6%, 2018-2019 was 46.1%, 2019-2020 was 39.7%, 2021-2022 was 20.5%. This shows an increase from the 2017-2018 school year to the 2018-2019 school year of 4.5 percentage points, a decrease from the 2018-2019 school year to the 2019-2020 school year of 6.4 percentage points, and a decrease from the 2019-2020 school year to the 2021-2022 school year of 19.2 percentage points.</p>		
<p><i>Areas of Strength: We made growth in ELA and Math.</i></p>			
<p><i>Areas for Growth: The growth was not significant enough. We want to make greater growth. We want to increase our rigor.</i></p>			
<p>Problem Statement</p>	<p>Students have made slight gains in both math and language arts. However, we would like to make more growth. Teachers have made significant gains in best teaching and learning practices, yet they still need both best teaching and learning practices as well as content best practices in mathematics, language arts, and science to increase rigor.</p>		
<p>Critical Root Causes</p>	<p>Many students still do not have automaticity with math facts, and many students do not have a deep understanding of numbers. Many students do not have a sense of phonemic awareness, fluency with sight words, or clear understanding of phonics and blending practices. Teachers have made significant gains in best teaching and learning practices including student engagement, yet they still need custom professional learning in best teaching and learning practices as well as grade-level content best practices in mathematics, language arts, and science in order to assist students with math and language development.</p> <p>AB 219 Identification of root causes</p> <p>Tier I instruction needs to consistently engage students in the learning process using the best ELL structures and strategies. Tier II and Tier III instruction needs to be strategic and consistent using quality resources. MAP, STAR testing, and weekly or monthly progress</p>		



monitoring should be used to monitor growth of individuals. RTI processes and interventions should be strategically and consistently completed based on data.

As evidenced by assessment data root causes may include:

- High absenteeism rate may affect students having classroom instruction that could increase their achievement scores.
- Teacher capacity may limit the ability to deliver effective and engaging instruction with ELL structures and strategies.
- Tier I instruction may be lacking in phonemic awareness and phonics instruction with fidelity for all students.

AB 219 Plans to address the root causes

Teachers will consistently include ELL structures and strategies as part of their quality Tier 1 instruction. Tier 1 is considered the key component of a tiered instruction framework. All students should receive instruction within an evidence-based, scientifically researched core program. The intent of the core program is the delivery of a high-quality instructional program in reading, math, and science that has established known outcomes that cut across the skill development of the targeted area.

Student Academic Engagement – Teachers will include Kagan structures, Academic Conversation structures, and Game type structures to both invite and engage all students in quality academic discourse and participation.

Research suggests that Kagan methods produced an average effect size gain of .92 that translates to a 32-percentile gain. Students at the 50th percentile after using Kagan Structures scored on average at the 82nd percentile. With Kagan methods, disengaged students become fully engaged, resulting in marked reductions in the achievement gap. The dramatic gains of the bottom group are not at the expense of the top group. All groups experience achievement gains.



Chart 1: Rocket Math

Strategy 1&2: Implement Rocket Math and Peer Coaching

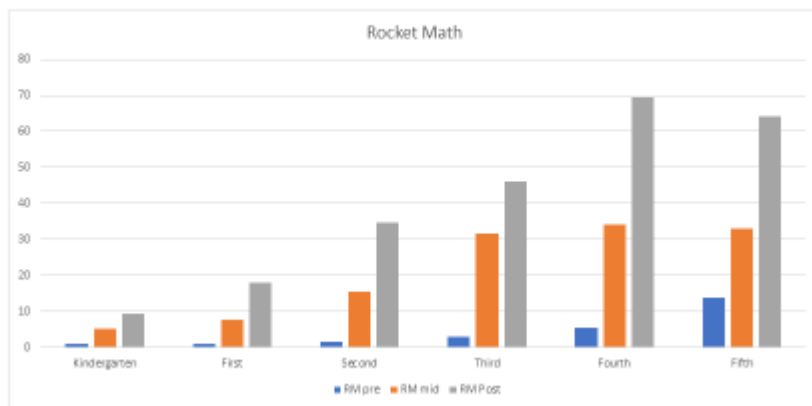
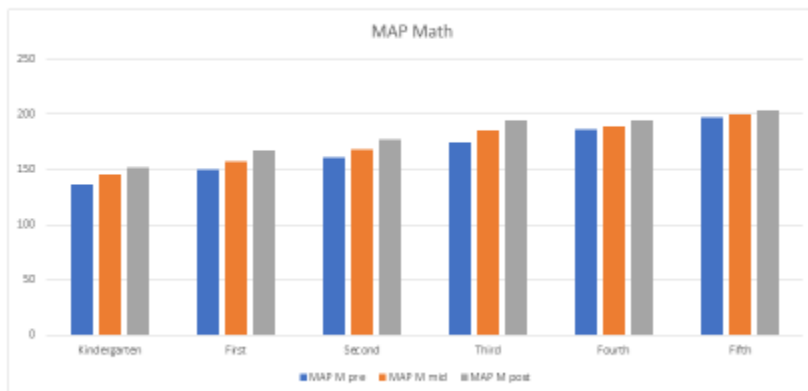




Chart 2: MAP Math

Strategy 1&2: Implement Rocket Math and Peer Coaching

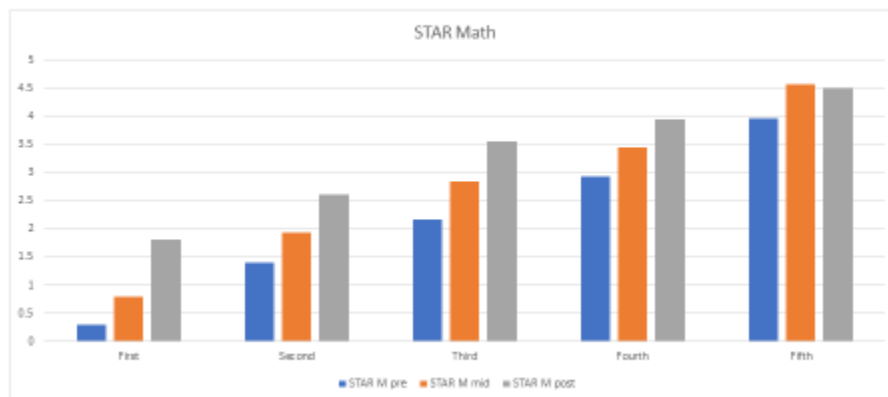


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Chart 3: STAR Math

Strategy 1&2: Implement Rocket Math and Peer Coaching



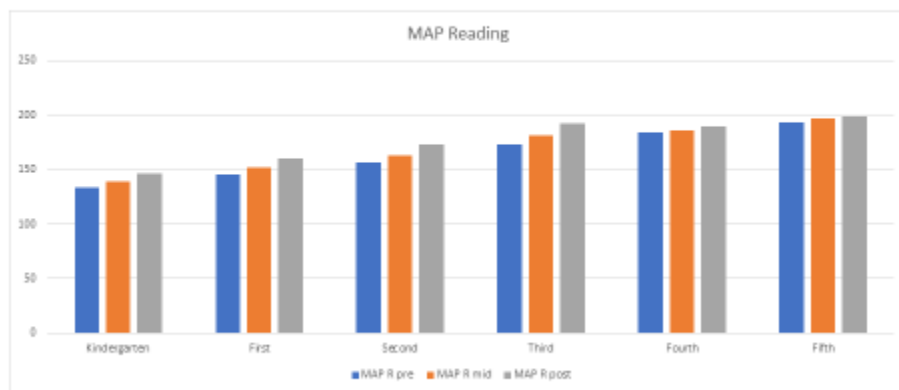
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Chart 4: MAP Reading

Strategy 1 : Implement Peer Coaching Professional Learning

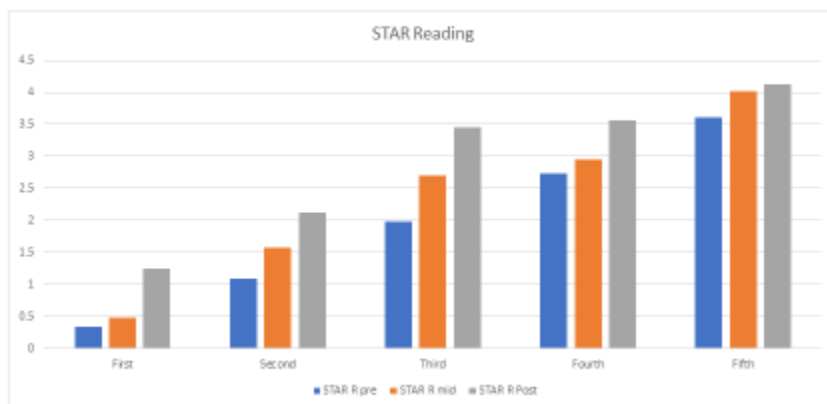


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Chart 5: STAR Reading

Strategy 2 : Implement Peer Coaching Professional Learning



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Chart 6: Teacher NEPF Growth

Strategy 2 : Implement Peer Coaching and Feedback

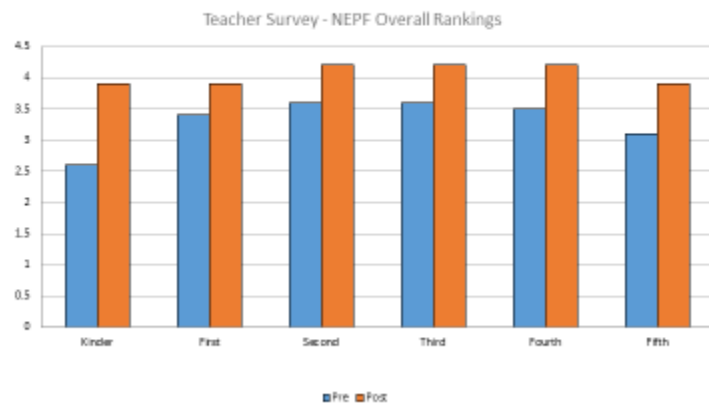




Chart 7: Panorama Survey Green vs. Yellow and Red

Strategy 1 : SEL Attention to Students with Yellow/Red



	Green	Yellow/Red
Third	75	25
Fourth	67	33
Fifth	73	27
All Students	72	28

Panorama Survey Green vs. Red and Yellow at Grade Levels

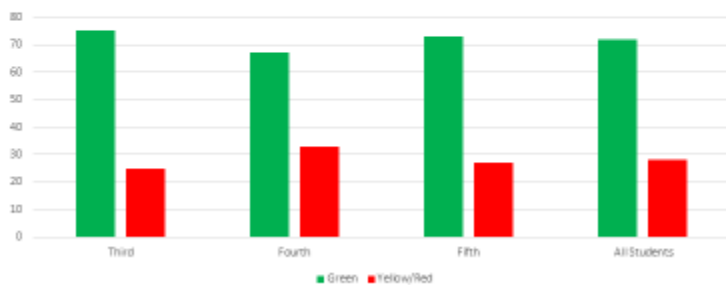
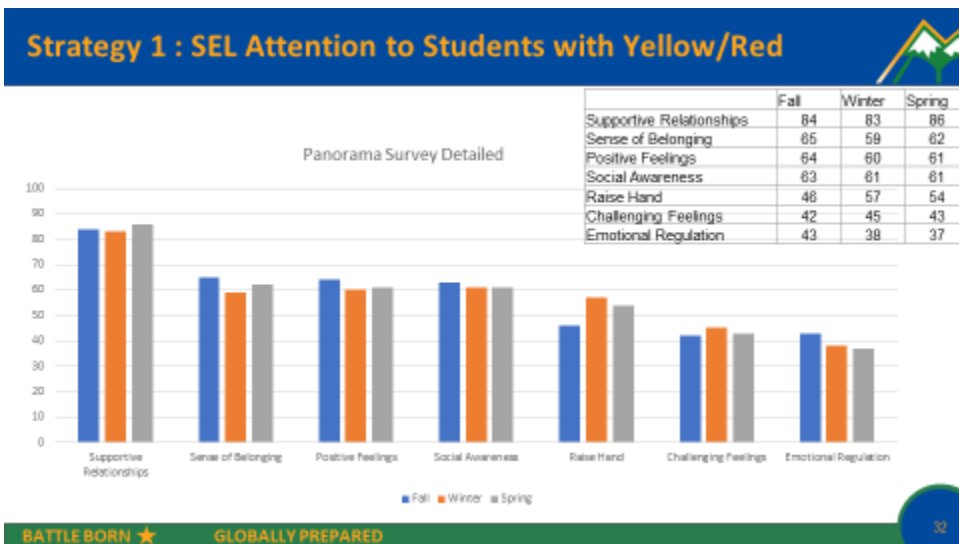




Chart 8: Panorama Survey Detailed



Part B

Student Success	
<p>School Goal: Increase ELA proficiency from 22.9% (2021-2022) to 50% (2022-2023) as noted on the SBAC. Increase Math proficiency from 17% (2021-2022) to 50% (2022-2023) as noted on the SBAC.</p> <p>AB 219 Quantitative Goals</p> <ul style="list-style-type: none"> Long ES will increase the percentage of ELs meeting ELA proficiency from 12.9% to 20% by May 2023 as measured by the state assessment. Long ES will increase the percentage of ELs meeting Math proficiency from 8.6% to 20% by May 2023 as measured by the state assessment. 	<p>Aligned to Nevada’s STIP Goal: #3 All students experience continued academic growth.</p>
<p>Improvement Strategy ELA: Implement systematic and explicit daily phonemic awareness processes in K-1. Implement systematic and explicit</p>	



daily phonics instruction in K-3. Implement systematic and explicit phonics CLOVER instruction in 4-5. Continue explicit fluency, comprehension, and vocabulary development daily K-5.

Improvement Strategy Math: Continue Rocket Math with fidelity school-wide for increase in math fact automaticity. Implement systematic and explicit number talks 3-5. Continue number talks K-2. Continue quality tier one instruction K-5.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **1-Strong** *Four Domains for Rapid School Improvement, Domain 3: Instructional Transformation, Practice 3A: Diagnose and respond to student learning needs and Practice 3C: Remove barriers and provide opportunities; The District and School Improvement Framework for Systemic Improvement AIR - Student Access and Opportunity - Align implementation of curriculum, instruction, and assessment and Establish and promote equity and excellence for underserved student populations, including low-income students, English learners, and students with disabilities; Continuous Improvement and Coherence-Make data-based decisions that lead to improvement for all students.*

Intended Outcomes ELA: If teachers are trained on systematic and explicit phonemic awareness strategies (K-1), phonics strategies (K-3), and CLOVER strategies (4-5) for instruction through LETRS, professional learning sessions, phonemic awareness and phonics materials, and peer coaching sessions, then students will increase their reading abilities as documented by students shifting from 22.9% to 50% proficiency on the SBAC. Students will shift from 49% MAP Reading growth to 55% MAP reading growth on formative MAP Reading assessments by March 2023. Students will shift as follows on the formative STAR reading assessments: 1st from .5 to 2.0, 2nd from 1.0 to 3.0, 3rd from 1.5 to 4.0, 4th from 3.2 to 5.0, and 5th from 3.0 to 6.0 by March 2023.

Intended Outcomes Math: If teachers continue the systematic and daily Rocket Math procedures with students, then students will gain fluency with math facts so that they can focus more on the mathematical processes needed for deeper learning. Kindergarten students will attain 80% fluency with addition facts, first and second Grade students will attain 80% fluency with addition and subtraction facts, third grade students will attain 80% fluency with addition, subtraction, and multiplication facts, fourth and fifth grade students will attain 80% fluency with addition, subtraction, multiplication, and division facts by March 2023. If teachers are trained on systematic and explicit number talk strategies through professional learning sessions, number talk materials, and peer coaching sessions, then students will increase number sense and critical thinking in math. Students will shift from 50% MAP growth to 55% MAP Math growth by March 2023. Students will shift as follows on the formative STAR math assessments: 1st from .8 to 2.0, 2nd from 1.5 to 3.0, 3rd from 2.2 to 4.0, 4th from 3.3 to 5.0, and 5th from 3.5 to 6.0 by March 2023.

Action Steps ELA:

- *School-wide LETRS professional learning monthly throughout the year by outside CCSD contracted company*
- *K-1 professional learning sessions on systematic, explicit, and daily phonemic awareness instruction by administration and learning strategists in August and September*
- *K-1 peer coaching sessions on implementation of systematic, explicit, and daily phonemic awareness instruction by administration, learning strategists, and teachers in August and September*



- *K-3 professional learning sessions on systematic, explicit, and daily phonics instruction by administrations and learning strategists in August and September*
- *K-3 peer coaching sessions on implementation of systematic, explicit, and daily phonics instruction by administration, learning strategists, and teachers in August and September*
- *3-5 professional learning sessions on systematic, explicit, and daily phonics instruction for CLOVER by staff member in September and October*
- *3-5 peer coaching sessions on implementation of systematic, explicit, and daily phonics instruction by staff member in September and October*
- *Administration and learning strategists will monitor once a month to ensure implementation of systematic, explicit, and daily phonemic awareness and phonics instruction is occurring*
- *STAR reading at least once a quarter will be used to monitor success*

Action Steps Math:

- *School-wide continued focus on Rocket Math and expectations*
- *Administration and learning strategists visit each classroom monthly during Rocket Math time to ensure implementation*
- *Monthly review of Rocket Math data with classroom teachers at PLC meetings to monitor growth*
- *3-5 professional learning on systematic, explicit, and daily number talks in August and September*
- *3-5 peer coaching sessions on implementation of systematic, explicit, and daily number talks in the first quarter of the school year in August and September*
- *Administration and learning strategists visit each classroom monthly during number talks to ensure implementation*
- *STAR Math will be used at least once a quarter to monitor success*

AB 219 Action Steps:

- *Administrators and strategists will conduct classroom observations to monitor implementation of instructional practices and strategies addressed during professional learning. (Responsible: administration, ELLD Coordinator, learning strategist and teachers)*
- *MAP and STAR data will be used to monitor the impact of the implemented strategies on student learning and achievement. (Responsible: administration, ELLD Coordinator, learning strategist and teachers)*
- *Data from STAR and MAP will be analyzed during monthly PLC meetings to monitor the effectiveness of tier 1 instruction and specific strategies addressed during professional learning. (Responsible: administration, ELLD Coordinator, learning strategist and teachers)*

AB 219 Professional Development:

- *Five professional learning sessions customized to each grade level for both ELL structures and strategies and academic content.*
- *Peer coaching sessions where teachers will model their lesson plan created after the professional learning session. Peers and administration will then provide feedback. Teachers will then implement that feedback into future lesson planning.*
- *Formative and progress monitoring assessment data*
- *Pre and post professional learning tests*
- *Targeted phonemic awareness and phonics based, proven programs will be used to assist students in making language arts gains. Rocket Math will continue for automaticity in math. Amplify science will be implemented for science.*



- All educators at Long ES will complete Understanding Language Development (ULD) professional learning series sessions 1-4 to increase the knowledge and skills of teachers at Long ES to deliver effective, grade-level instruction in Tier I designated to provide English learners' access to the content.

Resources Needed:

- Rocket Math Answer Booklets
- How Fast Can You Write
- Goal Sheets
- 15 Second Tests for each Function
- Rocket Math Sheets in all Functions
- Rocket Math What, Why, and How Sheet
- Number Talks materials
- LETRS materials
- Phonemic Awareness materials
- Phonics materials
- CLOVER materials
- 95 materials

Challenges to Tackle:

- Keeping plenty of Rocket Math Sheets centrally located and ready for use (dedicated staff to make copies and place in central location)
- Ensuring continued consistency and fidelity for all teachers and students (administration and learning strategists to monitor)

Improvement Strategy: Implement Peer Coaching for feedback on instructional practices tied to specific grade level needs, both best teaching and learning practices for active student engagement and best teaching and learning practices for content understanding

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1-Strong - Four Domains for Rapid School Improvement, Domain 2: Talent Development, Practice 2C: Set clear performance expectations; Domain 3: Instructional Transformation, Practice 3A: Diagnose and respond to student learning needs, Domain 3B: Provide rigorous evidence-based instruction, and Practice 3C: Remove barriers and provide opportunities; The District and School Improvement Framework for Systemic Improvement AIR - Leadership That Drives Change-Provide targeted actionable feedback to improve teaching and learning; Student Access and Opportunity - Develop a coherent instructional guidance system and Establish and promote equity and excellence for underserved student populations, including low-income students, English learners, and students with disabilities; Educator Effectiveness - Leverage instructional coaching systems of support; Continuous Improvement and Coherence - Implement and monitor ongoing feedback loops and process*



Intended Outcomes: *Teachers will increase their teaching craft through both best teaching and learning practices for active student engagement and best teaching and learning practices for content understanding as indicated on professional learning pre/post tests and observations by peers, learning strategists and administration.*

Action Steps:

- Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade level needs (including PL, preparation with lesson plan, observations, NEPF Observation document, feedback)
- Cycle 1 - August – phonemic awareness (K), phonics (1-2), number talks (3-4), cooperative learning (5)
- Cycle 2 – September – phonics (K), 3D science instruction (1-3, 5), Effective Collaborative Conversations with ELL focus (4)
- Cycle 3 – October/November – TBD based on formative assessments
- Cycle 4 – December/January – TBD based on formative assessments
- Cycle 5 - March – TBD based on formative assessments
- Pre/Post Assessments will be collected, graded, and graphed by administration and learning strategists to determine effectiveness of PL
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:

- Pre and Post Assessments for each PL session
- NEPF Observations including summarized peer feedback
- Best Practices Literature (LETRS, NISL, NASA, Books, Research, etc.)
- Lesson Plan Template outlined to NEPF
- Extra preparation periods for peer coaching sessions
- Before and after school professional learning sessions
- Specific best practices literature and content rich best practices literature
- Phonemic awareness, phonics, number talks, cooperative learning, and science materials

Challenges to Tackle:

- Teachers feeling overwhelmed with so much to do (extra prep times for lesson planning and observations, PL before or after school)
- Teacher ensuring fidelity in lesson planning, partner discussions, and implementation (lesson plans from partner discussions uploaded to drive, observations of implementation documented)

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

English Learners:

Challenge: approximately 13% ELA achievement gap between White and EL student groups; approximately 6% Math achievement gap between



White and EL student groups

Support:

ELA: Students will have multiple opportunities to engage with other students to practice both language and content (best practices literature PL). Tier one instruction will include explicit daily phonemic awareness and phonics instruction. (Heggerty K-1, Companion Reading K-3, Clover 3-5; 95 Phonics), identified ELL students will use Imagine Learning

Support:

Math : Students will have multiple opportunities to engage with other students to practice both language and and content (best practices literature PL). Tier one instruction will include Rocket Math partner practice (K-5) and Number Talks (K-5).

Foster/Homeless: Students will have opportunities to practice and deepen understanding at school (homework not graded). Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school.

Free and Reduced Lunch: Students will have opportunities to engage in instruction and learning that is focused on how students best learn. Students will have opportunities for after school tutoring, RTI implementation as needed, and wrap around services to assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter’s Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)

Migrant: none

Racial/Ethnic Minorities:

Challenge: In math, African American students scored 8.7 points below white and Latino scored 2.4 points below white. In ELA, African American students scored 22 points below white and Latino scored 10 points below white.

Support: Teachers will be using an asset-focused mindset, ensuring students are used as resources as and for learning. (Companion Reading, Rocket Math, Number Talks, and Partner Practice in Tier 1 Instruction with specific structures to ensure participation from all students)

Students with IEPs:

Challenge: In math, SPED students scored 12.3 points below white students. In ELA, SPED students scored about 30 points below white students.

- Support:
 - Reading
- Reading instructional methods taught in the LETRS training will be implemented by special education staff. Students will be tested to determine which type of reading deficit is present for an individualized plan. All core components of reading will be addressed: phonemic awareness, alphabetic knowledge, decoding, fluency, vocabulary, and comprehension using teaching methods presented in the LETRS training program.



- o Writing

- Special education staff will use strategies provided in The Writing Revolution to improve student writing composition. Students will begin working at the sentence level and then move on to writing more complex sentences, combining sentences, and organizing sentences. Additionally, segmenting strategies connecting to phonics lessons will be used to improve spelling skills.

- o Math

- Students receiving special education services typically have deficits in retaining math skills over periods of time. Prior skills will be reviewed on at least a bimonthly basis to assist with retention. Students will be taught using a concrete-representational-abstract model to assist with student understanding of math concepts.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<p>NEPF Survey Data: scale of 1-5 with one being least known and 5 being most known (See charts 9-14)</p> <p>SBAC, MAP, STAR, Rocket Math Data: Students made slight gains in academics, yet we need to make greater gains (See charts 1-6)</p>	<p>Administrators: completed approximately 5 observation cycles between August and March; modeled best practices in PL sessions; modeled best practices in classrooms with specific structures and content</p> <p>Instructional Coaches: Instructional coaches modeled best practices in PL sessions and in classrooms with specific structures and content</p>	<p>PLC Structures: In place with focus on best practices and student data</p> <p>RTI/Small Group Structures: In place with focus on data driven interventions</p> <p>Common Planning Times: Each grade level has daily common planning time to support collaboration</p> <p>Professional Learning: Consistent and focused; grade levels would like it more customized to their needs and content</p>
	<p><i>Areas of Strength:</i> Teachers are more reflective of their practice now; teachers made gains on better understanding the NEPF standards and indicators and strategies and systems for increased student engagement and best practices.</p>		
	<p><i>Areas for Growth:</i> Now that teachers capacity for best practices NEPF standards and indicators has increased, professional learning needs to address both Tier 1 common academic challenges and grade level custom challenges.</p>		
Problem Statement	<p>Students have made slight gains in both math and language arts. However, we would like to make more growth. Teachers have made significant gains in best teaching and learning practices, yet they still need both customized best teaching and learning practices as well as content best practices in mathematics, language arts, and science.</p>		
Critical Root Causes	<p>Staff would like to change the Peer Coaching sessions to grade level needs and grade level content to better refine their learning. Staff wants to build upon what they have learned with best practices for teaching and learning and include it in specific content rich and rigorous ways.</p>		



Chart 9: Kindergarten Pre and Post NEPF Standards and Indicators

Strategy 2 : Implement Peer Coaching and Feedback

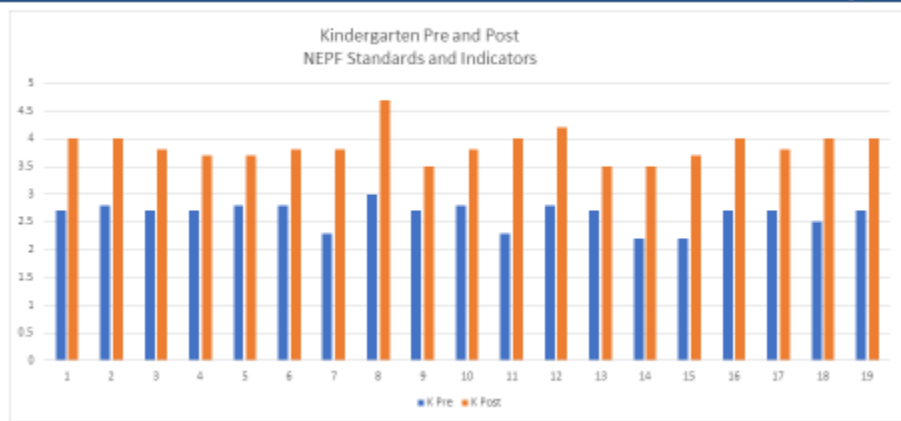




Chart 10: First Grade Pre and Post NEPF Standards and Indicators

Strategy 2 : Implement Peer Coaching and Feedback

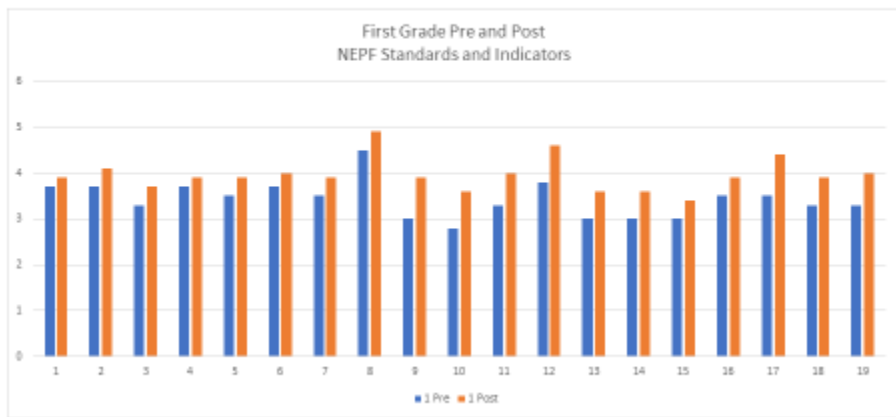




Chart 11: Second Grade Pre and Post NEPF Standards and Indicators

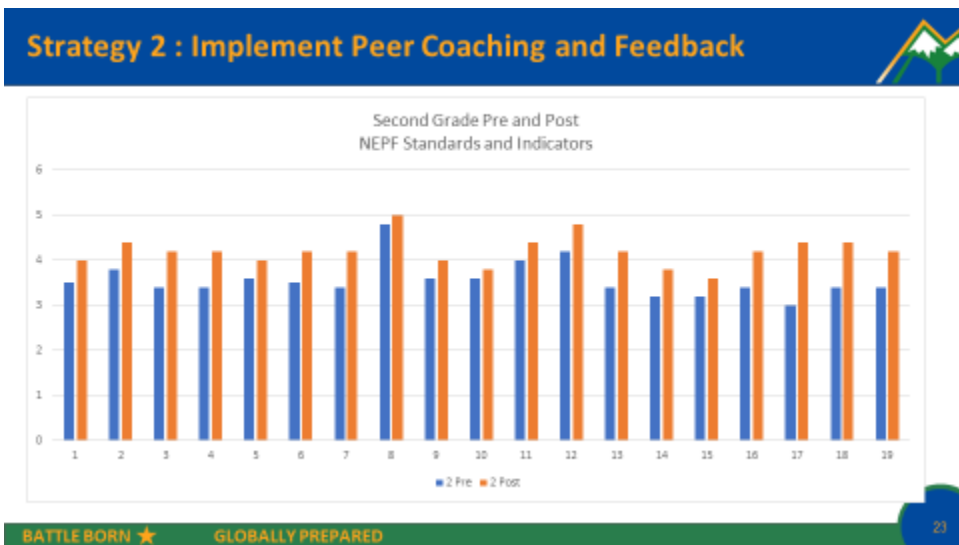


Chart 12: Third Grade Pre and Post NEPF Standards and Indicators



Strategy 2 : Implement Peer Coaching and Feedback

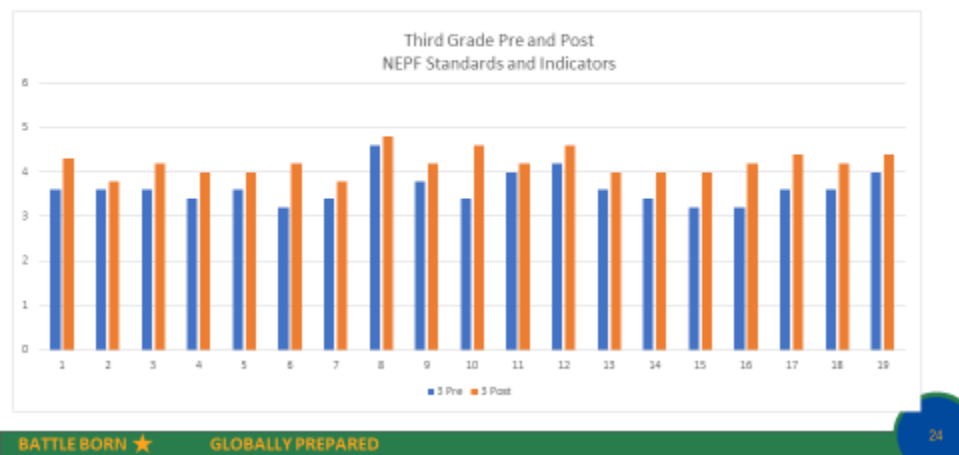


Chart 13: Fourth Grade Pre and Post NEPF Standards and Indicators

Strategy 2 : Implement Peer Coaching and Feedback

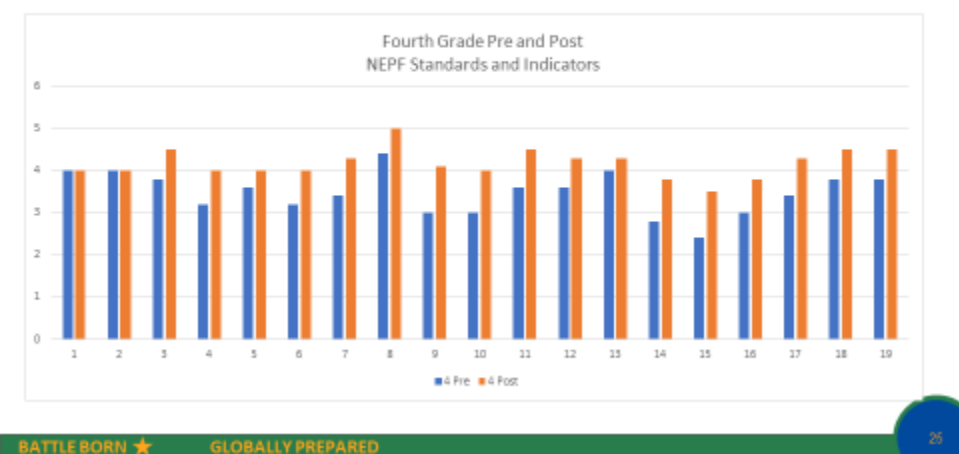
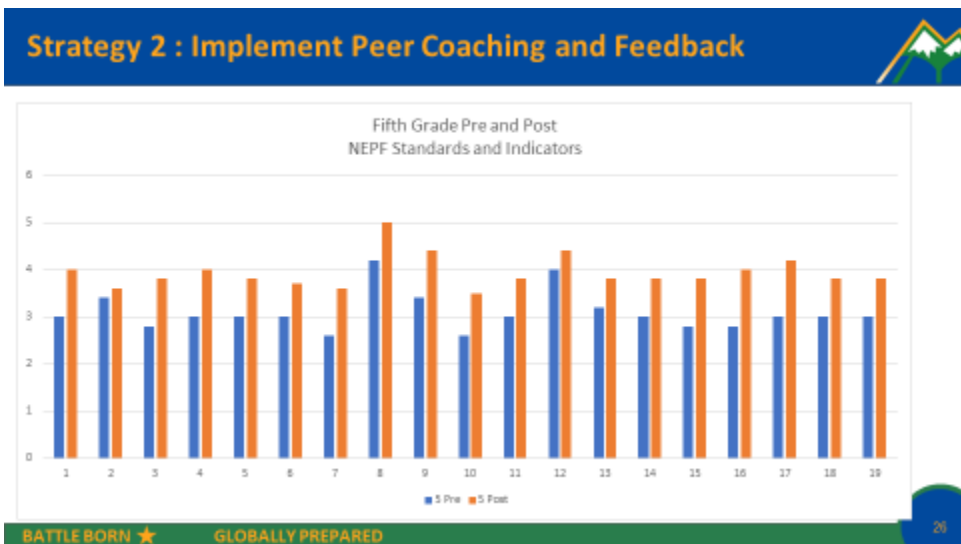




Chart 14: Fifth Grade Pre and Post NEPF Standards and Indicators



Part B

Adult Learning Culture	
<p>School Goal: By March 2023, teachers will have increased their grade level best practices and content knowledge by 20% as indicated on pre and post professional learning assessments. In addition, 80% of classroom observations will show evidence of grade-level specific best practices as measured by classroom walkthrough fidelity data.</p>	<p>STIP Connection: #2 All students have access to effective educators</p>
<p>Improvement Strategy: <i>Implement Revised Peer Coaching Professional Learning Customized to Grade Level Needs; LETRS professional learning and implementation</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-Strong - <u>Four Domains for Rapid School Improvement: Domain 2: Talent Development, Practice 2B: Target professional learning opportunities and Domain 3: Instructional Transformation, Practice 3B: Provide rigorous evidence-based instruction; The District and School Improvement Framework for Systemic Improvement AIR: Educator</u></p>	



Effectiveness-Strengthen educator collaboration an implementation of evidence-based practices through professional learning communities, and Leverage instructional coaching systems of support

Intended Outcomes: *If teachers have meaningful professional learning sessions and application of those learning sessions directly implemented in their classrooms with feedback from peers and others, and if those professional learning sessions are tailored to our school wide goals and their grade level needs, then their teaching craft will increase as well as their content understanding and best teacher practices of that content understanding will increase. This in turn will assist students in shifting their academic progression in a positive direction.*

Action Steps:

- Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade level needs (including PL, preparation with lesson plan, observations, NEPF Observation document, feedback)
- Cycle 1 - August – phonemic awareness (K), phonics (1-2), number talks (3-4), cooperative learning (5)
- Cycle 2 – September – phonics (K), 3D science instruction (1-3, 5), Effective Collaborative Conversations with ELL focus (4)
- Cycle 3 – October – math instruction (K-1), number talks (2), Effective Collaborative Conversations with ELL focus (3), CLOVER phonics (4th), CLOVER phonics (5th)
- Cycle 4 – November/December – TBD based on formative assessments
- Cycle 5 - January – TBD based on formative assessments
- Pre/Post Assessments will be collected, graded, and graphed by administration and learning strategists to determine effectiveness of PL
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:

- Pre and Post Assessments for each PL session
- NEPF Observations including summarized peer feedback
- Best Practices Literature (LETRS, NISL, NASA, Books, Research, etc.)
- Lesson Plan Template outlined to NEPF
- Extra preparation periods for peer coaching sessions
- Before and after school professional learning sessions
- Specific best practices literature and content rich best practices literature
- Phonemic awareness, phonics, number talks, and science materials

Challenges to Tackle:

- Teachers feeling overwhelmed with so much to do (extra prep times for lesson planning and observations, PL before or after school)
- Teacher ensuring fidelity in lesson planning, partner discussions, and implementation (lesson plans from partner discussions uploaded to drive, observations of implementation documented)



Improvement Strategy: Implement Peer Coaching for feedback and discussion on best practices for teaching and learning within the content areas.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **1-Strong** - *Four Domains for Rapid School Improvement: Domain 2: Talent Development, Practice 2B: Target professional learning opportunities and Domain 3: Instructional Transformation, Practice 3B: Provide rigorous evidence-based instruction; The District and School Improvement Framework for Systemic Improvement AIR: Educator Effectiveness-Strengthen educator collaboration an implementation of evidence-based practices through professional learning communities, and Leverage instructional coaching systems of support*

Intended Outcomes: *If teachers take feedback provided from peers and administrators and apply it directly to their lesson plans and classroom teaching and learning processes as indicated by uploaded lesson plans and classroom observations by administration and learning strategists, then their craft will improve and their students' academic scores will increase positively.*

Action Steps:

- Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade level needs (including PL, preparation with lesson plan, observations, NEPF Observation document, feedback)
- Cycle 1 - August – phonemic awareness (K), phonics (1-2), number talks (3-4), cooperative learning (5)
- Cycle 2 – September – phonics (K), 3D science instruction (1-3, 5), Effective Collaborative Conversations with ELL focus (4)
- Cycle 3 – October – math instruction (K-1), number talks (2), Effective Collaborative Conversations with ELL focus (3), CLOVER phonics (4th), CLOVER phonics (5th)
- Cycle 4 – November/December – TBD based on formative assessments
- Cycle 5 - January – TBD based on formative assessments
- Pre/Post Assessments will be collected, graded, and graphed by administration and learning strategists to determine effectiveness of PL
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:

- Pre and Post Assessments for each PL session
- NEPF Observations including summarized peer feedback
- Best Practices Literature (LETRS, NISL, NASA, Books, Research, etc.)
- Lesson Plan Template outlined to NEPF
- Extra preparation periods for peer coaching sessions
- Before and after school professional learning sessions
- Specific best practices literature and content rich best practices literature
- Phonemic awareness, phonics, number talks, and science materials

**Challenges to Tackle:**

- Teachers feeling overwhelmed with so much to do (extra prep times for lesson planning and observations, PL before or after school)
- Teacher ensuring fidelity in lesson planning, partner discussions, and implementation (lesson plans from partner discussions uploaded to drive, observations of implementation documented)

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

- Challenge: approximately 13% ELA achievement gap between White and EL student groups; approximately 6% Math achievement gap between White and EL student groups
- Support:
 - **ELA:** Teachers will have multiple professional learning sessions that incorporate best practices for ELL students within that content or structure in order to provide ELL students the best opportunities to engage with other students to practice both language and content (best practices literature PL, Phonemic Awareness and Phonics with ELL focus). Tier one instruction will include explicit daily phonemic awareness and phonics instruction with an ELL focus. (Heggerty K-1, Companion Reading K-3, Clover 3-5). ELL students will also have targeted small group RTI instruction based on their ELA levels (for example letter names and sounds, CVC, blends, etc.)
 - **Math :** Teachers will have multiple professional learning sessions that incorporate best practices for ELL students within that content or structure in order to provide ELL students the best opportunities to engage with other students to practice both language and content (best practices literature PL). Tier one instruction will include Rocket Math partner practice (K-5) and Number Talks (K-5).

Foster/Homeless:

Students will have opportunities to practice and deepen understanding at school (homework not graded). Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental services, Hazel in-school therapy sessions)

Free and Reduced Lunch: Students will have opportunities to engage in instruction and learning that is focused on how students best learn. Students will have opportunities for after school tutoring, RTI implementation as needed, and students will have wrap-around services to assist with shoes, clothing, food, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental services, Hazel in-school therapy sessions).

Migrant: Students will have opportunities to practice and deepen understanding at school (homework not graded). Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school.

Racial/Ethnic Minorities:



- Challenge: In math, African American students scored 8.7 points below white and Latino scored 2.4 points below white. In ELA, African American students scored 22 points below white and Latino scored 10 points below white.
- Support: Teachers will have professional learning sessions that focus on how to incorporate learning structures that include partnerships to capitalize on an asset-focused mindset and ensure that students are used as resources as and for learning (Companion Reading, Rocket Math, Number Talks, and Partner Practicer in Tier 1 instruction).

Students with IEPs:

- Challenge: In math, SPED students scored 12.3 points below white students. In ELA, SPED students scored about 30 points below white students.
- Support: Students will get exposure to deep and active learning (Companion Reading, Rocket Math, Number Talks, Partner Practice in Tier 1 Instruction). Students will be in the least restrictive environment to ensure they receive grade level instruction with the appropriate accommodations and modifications.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p>Panorama Surveys – Spring 2022 and Fall 2022 Supportive relationships 86 to 84 Sense of belonging 61 to 60 Positive feelings 62, 63 Social awareness 61 to 63 Challenging feelings 43 to 43 Emotional regulation 37 to 41 Raise your hand 54-49 (See Charts 7 and 8)</p> <p>Office Calls and Referrals - 10+ a day</p> <p>SEL Referrals - 3+ a day</p>	<p>Staff Discussion – students struggle with emotional regulation</p>	<p>Title I Surveys - minimal participation in surveys</p> <p>Districtwide Survey - Students - My teacher cares about me 89.16%, I like my school 88.18%, I know ways I can calm myself 59.42%, I can get through when I feel frustrated 49.01%</p>
	<p><i>Areas of Strength: Many students feel that they have supportive relationships.</i></p>		
	<p><i>Areas for Growth: Many students struggle with emotional regulation and challenging feelings.</i></p>		
Problem Statement	<p>Students need assistance in learning how to calm themselves, interact with others, and incorporate social and emotional strategies and skills to be more successful in relationships and society. Many students struggle with emotional regulation.</p>		
Critical Root Causes	<p><i>Students have social, emotional, medical health traumas and diagnosed or undiagnosed social, emotional, medical mental health conditions. Adults need to assist students with understanding and applying social and emotional strategies and skills, particularly emotional regulation.</i></p>		



Part B

Connectedness	
<p>School Goal: Increase the percent of students who indicate the ability to practice emotional regulation on the Panorama survey from 41% in fall 2022 to 45% in spring 2023 as measured by the Panorama Education Survey.</p>	<p>STIP Connection: #6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Students will improve their emotional regulation through explicit SEL instruction daily for the first three-six weeks of school and at least one meet up each week thereafter using Sanford Harmony. Students with high needs will receive one-on-one or small groups sessions with counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or UCF.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-Strong - <i>Four Domains for Rapid School Improvement: Domain 3 Instructional Transformation: Practice 3A: Diagnose and respond to student learning needs and Practic 3C: Remove barriers and provide opportunities; The District and School Improvement Framework for Systemic Improvement AIR: Safe and Supportive Environment-Support social-emotional learning practices and apply school-wide culturally responsive practices to ensure equity; Family and Community Engagement-Actively work to build and maintain trusting relationships that enable equity for all students and Leverage partnerships to strengthen opportunities for all students and families</i></p>	
<p>Intended Outcomes: <i>If students are given structures, processes, and strategies to monitor and address their thoughts and feelings, then students will increase their ability for emotional regulation. As students are able to regulate their emotions, they will be more ready to focus on academics.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Students in 3rd through 5th grades will take the Panorama Survey in their classrooms with their teachers at the beginning, middle, and end of the school year.</i>● <i>Classroom teachers will provide explicit SEL instruction daily for the first three-six weeks of school and at least one meet up each week thereafter.</i>● <i>Administration will send periodic articles about emotional regulation that can be implemented in SEL lessons immediately and to remind staff of the school-wide focus of emotional regulation.</i>● <i>Bulletin boards throughout the school will include emotional regulation strategies such as breathing techniques, etc.</i>● <i>Teachers will send high needs student names to the behavior specialist who will conference with them and determine who or what program might be the best fit for the student: counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or UCF.</i>● <i>High need students will gain access to a caring adult who can help them talk through their concerns and determine strategies and skills that might help.</i>	



- *Yoga classes will assist students in learning and practicing strategies for emotional regulation*
- *Panorama surveys will be monitored at the beginning, middle, and end of the school year by the behavior specialist and administration to determine success.*

Resources Needed:

- *SEL Team - counselor, CIS coordinator, behavior specialist, UCF*
- *Hazel Health materials for semi-private sessions*
- *UCF room for private sessions*
- *Yoga Room and equipment*
- *Yoga instructor*
- *Time in the schedule for classes to go to yoga*
- *Panorama Survey and results*

Challenges to Tackle:

- Teachers concerned about additional instructional time taken with SEL lessons
- So many students have so many needs, that our resources may be stretched beyond capacity
- Back up for yoga instructor
- Parents refusal to sign forms for services

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

English Learners: During SEL instruction, ELL will be paired with others who can translate for them. During yoga, the structures will be in visual cues as well as language.

Foster/Homeless: n/a

Free and Reduced Lunch: n/a

Migrant: n/a

Racial/Ethnic Minorities: students who would like to be in the African American Leadership group will have the opportunity to incorporate SEL and leadership skills together.

Students with IEPs: Students will have visual cues as well as be partnered with grade level peers.



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	\$4,897,431.72	Admin, licensed jobs, support staff jobs, supplies and other services	Student Success Goal Adult Learning Culture Goal Connectedness Goal
Title I	\$324,518.87	licensed jobs (learning strategists), support staff job (Kelso's Room), extra duty (licensed), supplies and other services (parent engagement)	Student Success Goal Adult Learning Culture Goal Connectedness Goal
Title III	\$18,897.00	professional learning, Imagine Learning	Student Success Goal Adult Learning Culture Goal
21st Century	\$100,000.00	before and after school tutoring	Student Success Goal
At Risk	\$705,368.47	licensed jobs (learning strategist, class size reduction teachers), support staff jobs (CTTs), extra duty (licensed), extra duty (support staff), supplies and other services	Student Success Goal Adult Learning Culture Goal Connectedness Goal