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**   ☑ **MRI**   ☐ **CSI**   ☐ **TSI**   ☐ **ATSI**

Our SPP was last updated on 12/19/2024

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/2024/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**
Paige Karetny	**Assistant Principal**
Amanda Alcala	**Assistant Principal**
Yaminah Bravo-Perez	**Parent**
Pamela Oliveira	**Librarian**
Amanda Abad	**Third Grade Teacher**
Shannon Theel	**Office Manager**
Eric Wilkinson	**Custodian**
Rene Rubalcava	**Second Grade Teacher**
Silvia Galeno	**Resource Teacher**
Jo Dobson	**Computer Teacher**
Heather Black	**Counselor**
Jackie Garcia	**First Grade Teacher**

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	8/9/2024	Welcome Back to School, meet teachers, and get to know the school community.
SOT Meetings	Each month, 2024-2025	Get feedback from staff and parents on improvement efforts
Stories and Snack	Planned Date: 9/13/2024	Greet teachers, have a snack, get a free book, learn ways to help at home
Annual Parent Meeting	Planned Date: 9/13/2024 ● Must be done by October (Must include PFEP)	Annual Parent Meeting - Title I, Math Games to play at home to help with automaticity with facts, Parent and Family Engagement Policy, SPP Information
Parent Teacher Conferences	Planned Date: 10/14/2024	Check current behavior and academic needs for each student/child, provide ways to assist at home and school, and provide ideas for how to help the child be more successful at school
Status Check 1	Planned Date: 10/18/2024	Share the Status Check 1 updates.

Status Check 2	Planned Date: 2/7/2025	Share the Status Check 2 updates.
Stories and Snack	Planned Date: 4/25/2025	Greet teachers, have a snack, get a free book, learn reading, writing, and math ways to help at home

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 (MRI #1)	**Student Performance Data** MAP ELA 37% of students met their growth in 2020-2021, 49% in 2021-2022, 46% in 2022-2023, and 48% of students met their growth in 2023-2024. MAP Math 29% of students met their growth in 2020-2021, 50% in 2021-2022, 47% in 2022-2023, and 55% of students met their growth in 2023-2024. SBAC ELA shifted from 19.6% proficiency in 2020-2021 to 22.4% proficiency in 2021-2022, and to 30.9% proficiency in 2022-2023. SBAC Math shifted from 9.6% proficiency in 2020-2021 to 19.1% proficiency in 2021-2022 and to 16.7% in 2022-2023. SBAC Science shifted from 1.9% in 2021-2022 to .9% in 2022-2023. **Student Performance Data** from 2018, 2019, 2021, 2022, 2023 - see link above. **Additional Data** See charts below. Chart 1 – Rocket Math 22-23	**School Climate Data** – Panorama data indicated that in Spring 2022 37% of students struggled with emotional regulation. Panorama Fall 2022 data indicated that 41% of students struggled with emotional regulation. Panorama Spring 2023 data indicated that 40% of students struggled with emotional regulation. Panorama Fall 2023 data indicated that 37% of students struggled with emotional regulation. Panorama Spring 2024 data indicated that 33% of students struggled with emotional regulation.	**Rigorous Texts and Tasks** Students have access to rigorous texts and tasks. However, formative data indicated that neither the texts nor the tasks were consistently applied. Currently, teachers meet weekly in PLC+ meetings with an administrator and a learning strategist, often with a district leadership coach and support from one of our Tier 1 instructional partners (HMH, 95 Percent Group, enVisions) to plan aligned assessments and lessons. Student assessment data is reviewed and opportunities for reteaching or professional learning for teachers are planned accordingly.

	Chart 2 – MAP Math 22-23 Chart 3 - MAP Math 23-24 Chart 4 – STAR Math 22-23 Chart 5 – MAP Reading 22-23 Chart 6 - MAP Reading 23-24 Chart 7 – STAR Reading 22-23 Chart 8 - Emotional Regulation		
	Areas of Strength: We made growth in ELA and Math MAP.		
	Areas for Growth: The growth was not significant enough. We want to make greater growth. We want to increase our rigor.		
Problem Statement	Students have made slight gains in 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 content best practices in mathematics and language arts to increase rigor.		
Critical Root Causes (MRI #1)	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 a clear understanding of phonics and blending practices. Teachers have made significant gains in best teaching and learning practices including student engagement and ELL practices, yet they still need custom professional learning in content best practices in mathematics and language arts in order to assist students with math and language development.		

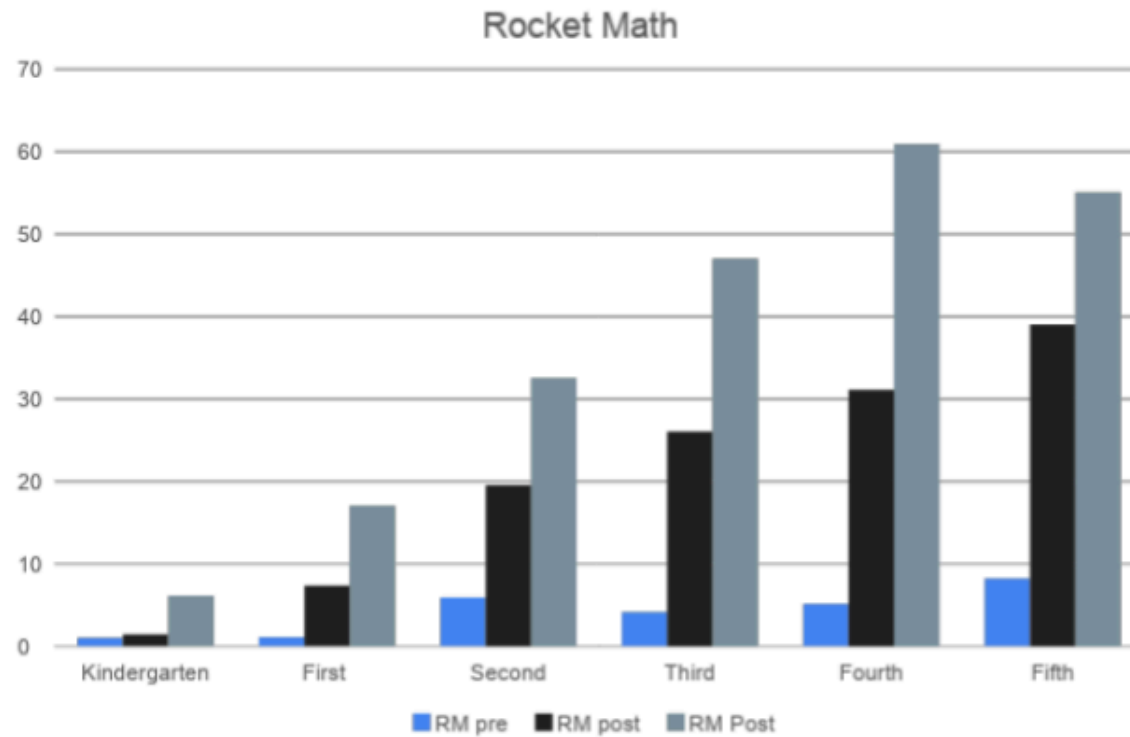**Chart 1: Rocket Math 2022-2023**

Rocket Math Data

Rocket Math

70

60

50

40

30

20

10

0

Kindergarten   First   Second   Third   Fourth   Fifth

■ RM pre   ■ RM post   ■ RM Post

11

MAP Math Data

MAP Math

250
200
150
100
50
0

Kindergarten First Second Third Fourth Fifth

■ MAP M pre   ■ MAP M mid   ■ MAP M post

13

8
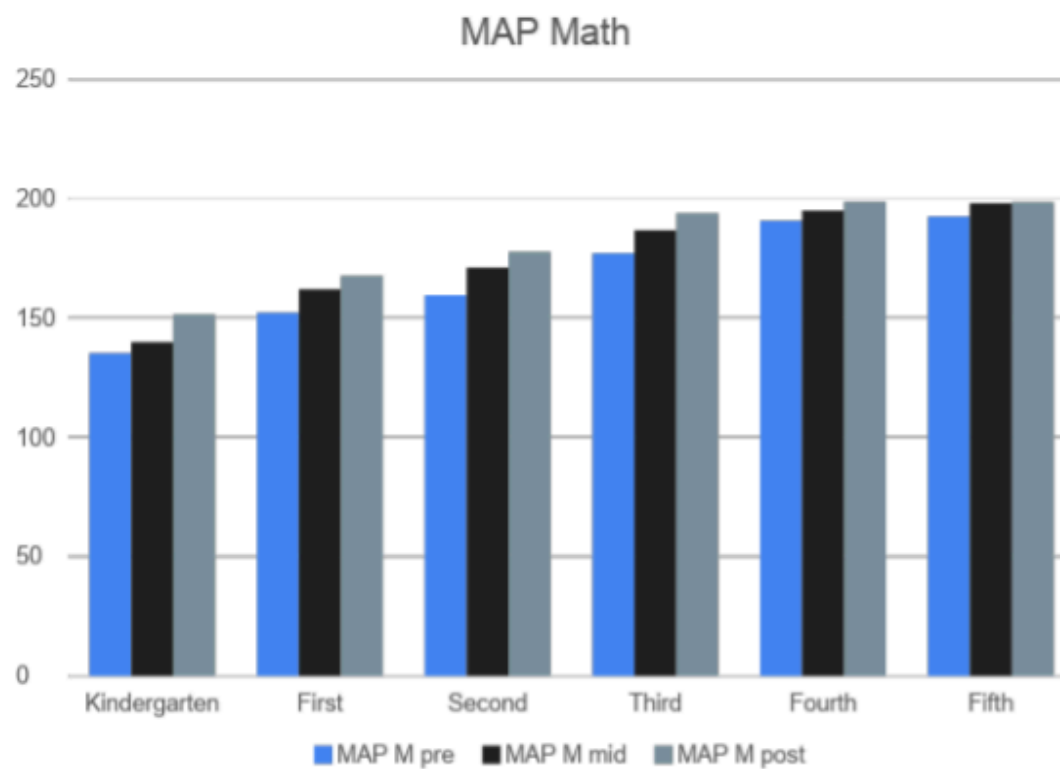
Chart 3: MAP Math 2023-2024

Fall , Winter and Spring MAP MATH RIT Scores

STAR Math Data

STAR Math

	First	Second	Third	Fourth	Fifth

Legend: STAR M pre, STAR M mid, STAR M post
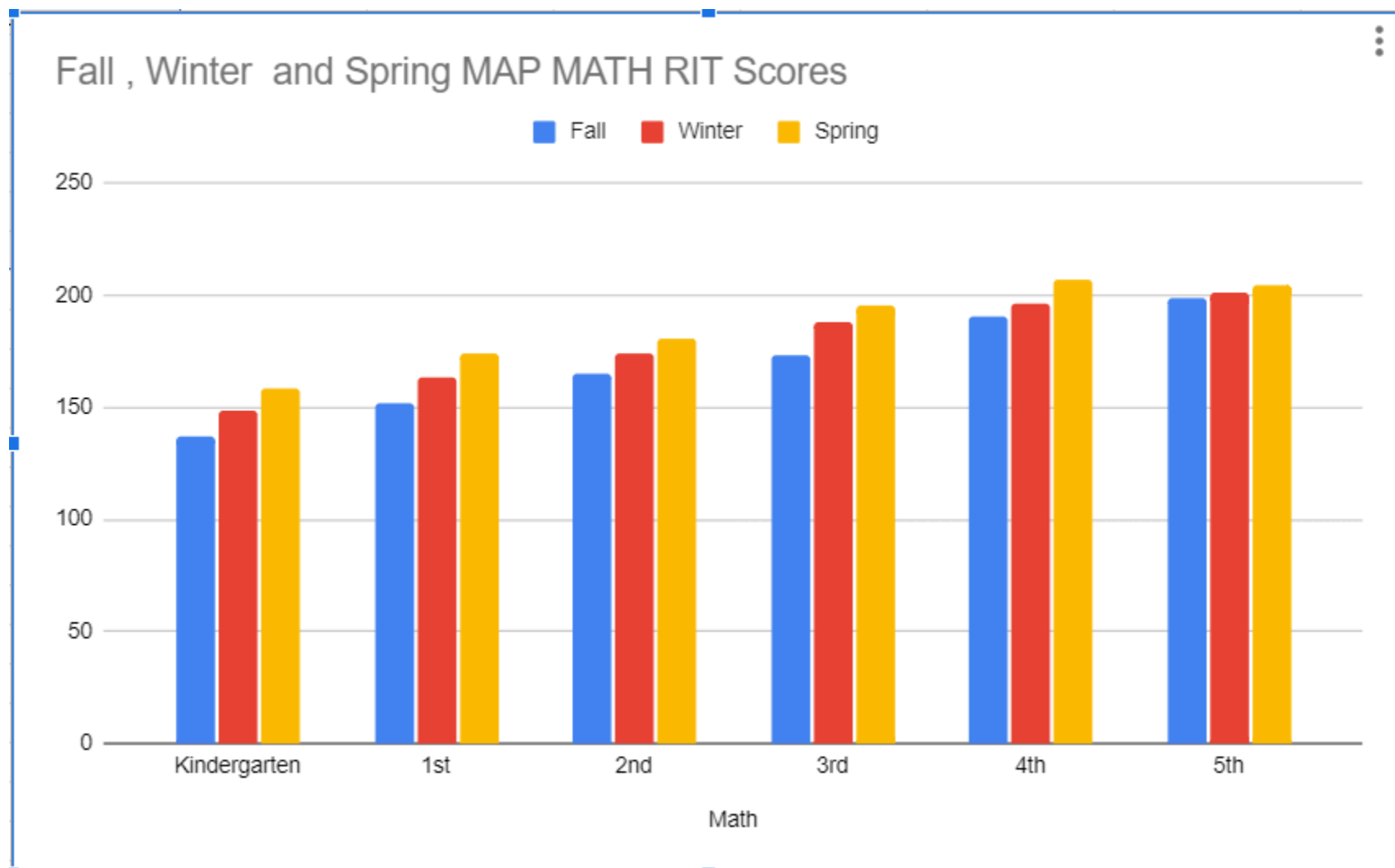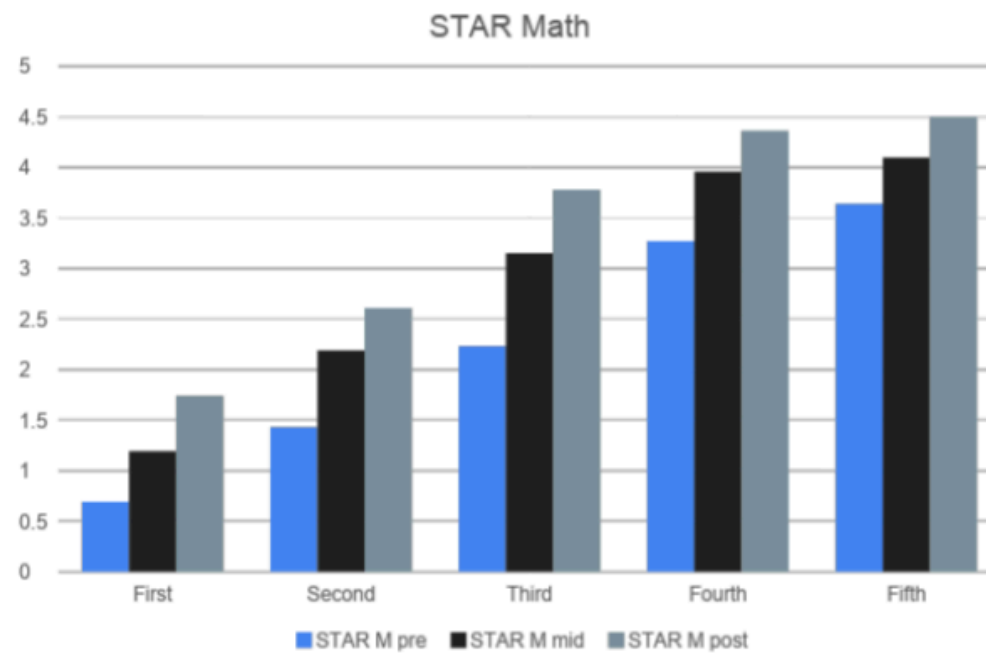
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Chart 5: MAP Reading 2022-2023
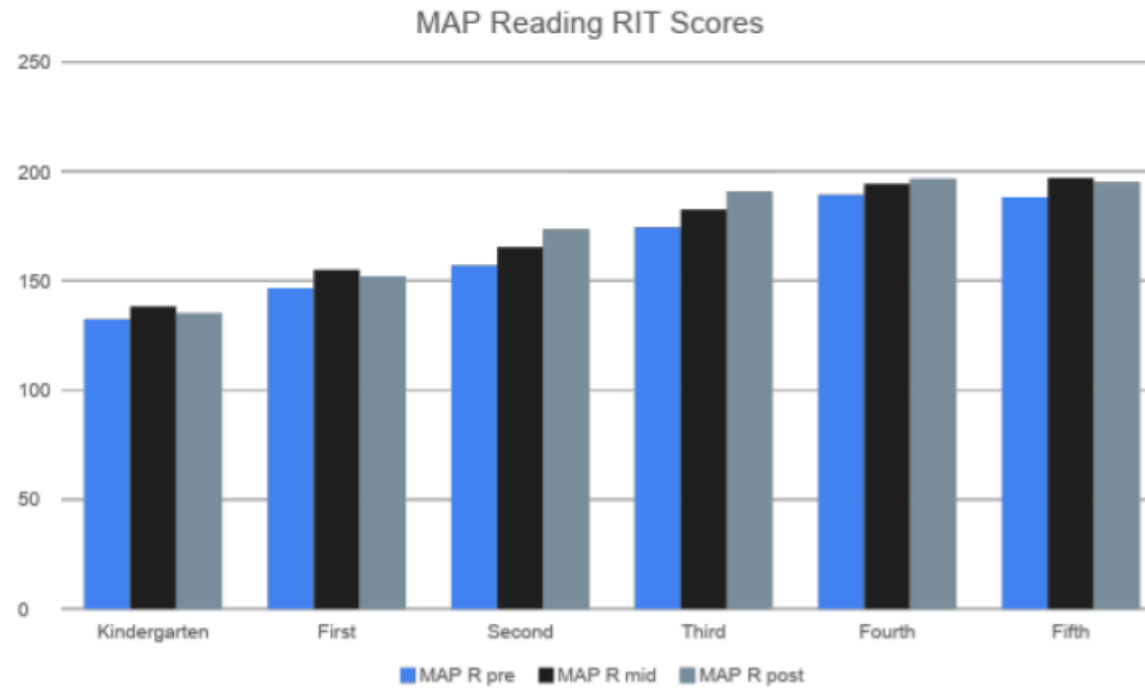
Chart 6: MAP Reading 2023-2024

Fall, Winter and Spring Reading MAP RIT Scores
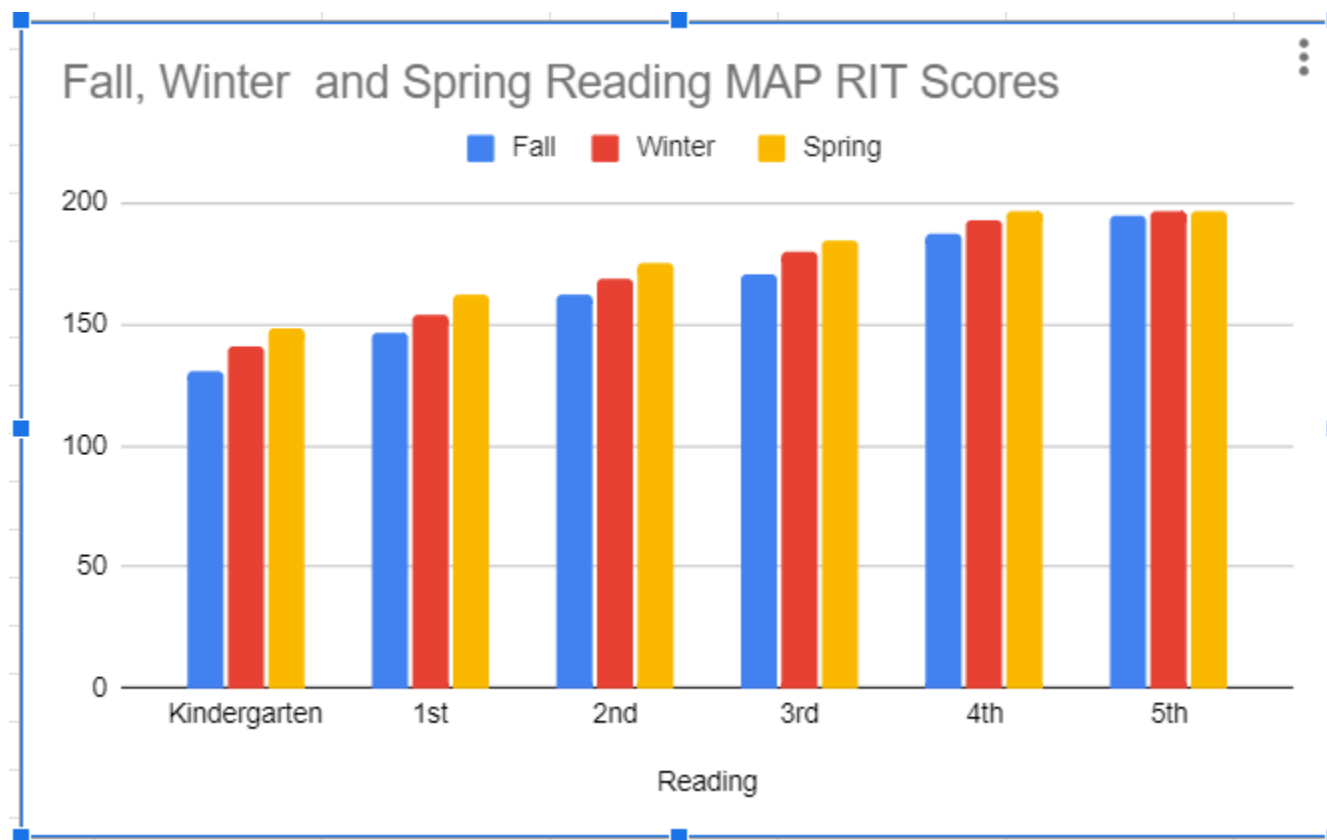
STAR Reading Data
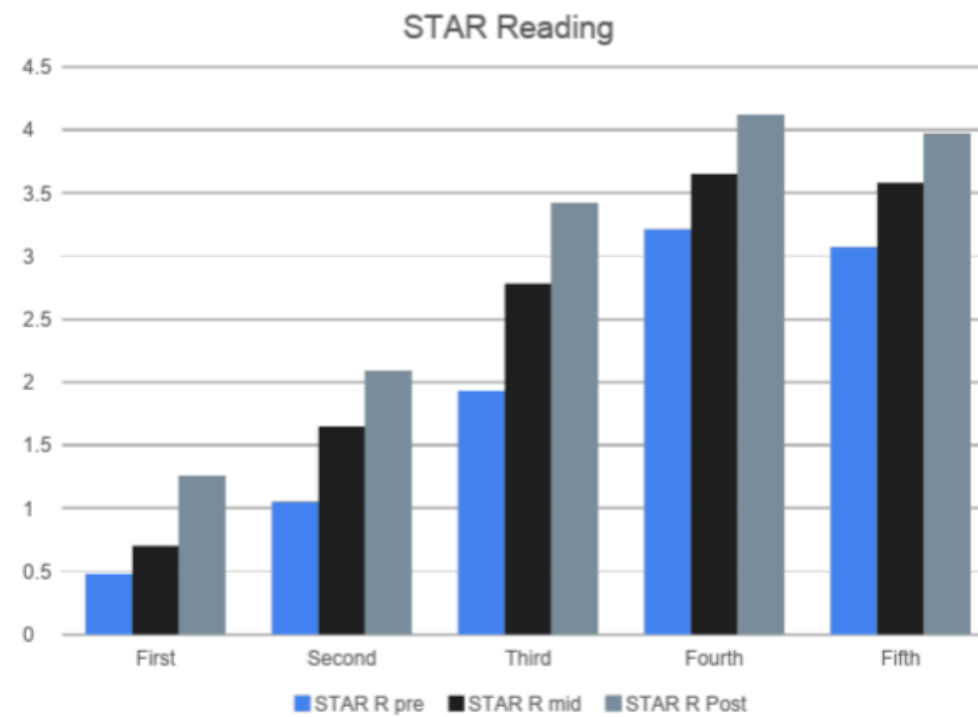
Chart 8: Teacher Growth 2022-2023

Professional Learning – Phonemic Awareness/Phonics

Phonemic Awareness with ELL Focus
- Kindergarten: 78 / 100
- First Grade: 78 / 100
- Second Grade: 85 / 100

K-2 Phonics Instruction with ELL Focus
- Kindergarten: 7 / 70
- First Grade: 13 / 90
- Second Grade: 27 / 93
- Pre / Post

Clover Phonics with ELL Focus
- Fourth Grade: 8 / 100
- Fifth Grade: 4 / 100
- Clover Phonics with ELL Focus / Clover Phonics with ELL Focus
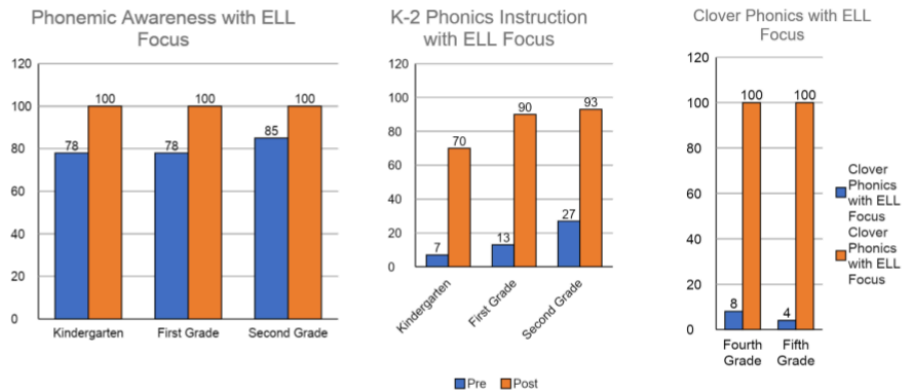
Professional Learning – Number Talks, Science

Number Talks with ELL Focus
- Kindergarten: 77 / 95
- First Grade: 75 / 90
- Second Grade: 60 / 93
- Third Grade: 70 / 97
- Fourth Grade: 54 / 90
- Fifth Grade: 70 / 97.5
- Pre / Post

3D Science with ELL Focus
- Kindergarten
- Second Grade
- Third Grade
- Fifth Grade
- 3D Science with ELL Focus / 3D Science with ELL Focus
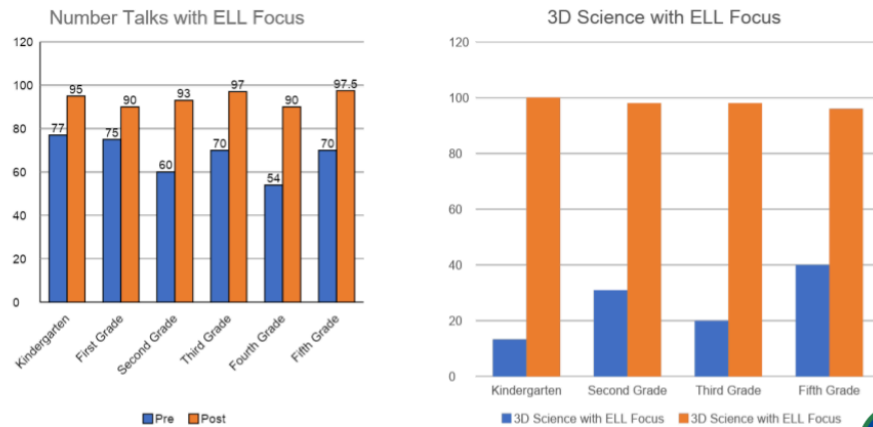
Chart 9: Student Self-Reported Emotional Regulation

Student Self-Reported Emotional Regulation
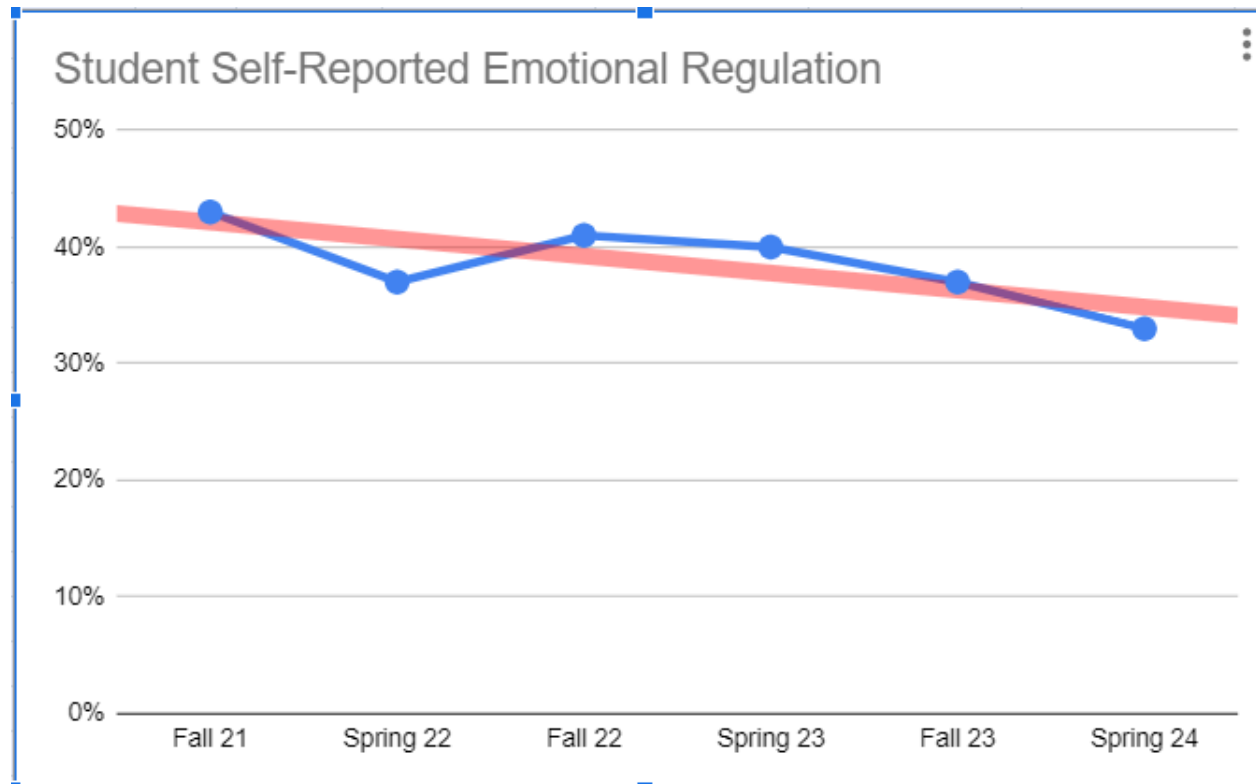
Part B

Student Success	
School Goal: Increase ELA proficiency from 27.4 (2023-2024) to 37.4 (2024-2025) as noted on the SBAC. Increase Math proficiency from 22% (2023-2024) to 32% (2024-2025) as noted on the SBAC.	**Aligned to Nevada's STIP Goal:** #3 All students experience continued academic growth.
(MRI #2) Improvement Strategy ELA: Implement systematic and explicit daily phonemic awareness processes K-5. Implement systematic and	

explicit daily phonics instruction in K-5. Continue tier 1 explicit fluency, comprehension, and vocabulary development daily K-5 with the new curriculum.

(MRI #2) Improvement Strategy Math: Continue Rocket Math with fidelity school-wide for an increase in math fact automaticity. Incorporate quality tier 1 instruction K-5 with new curriculum.

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 and phonics strategies 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 30.9% to 40% proficiency on the SBAC. Students will shift from 44% MAP Reading growth to 54% MAP reading growth on formative MAP Reading assessments by March 2025. Students will shift as follows on the formative STAR reading assessments: 2nd from 1.21 to 3.0, 3rd from 2.24 to 4.0, 4th from 2.74 to 5.0, and 5th from 3.78 to 6.0 by March 2024.

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 2024. If teachers are trained on quality tier-one instruction through professional learning sessions and peer coaching sessions, then students will increase their mathematical abilities. Students will shift from 52% MAP growth to 62% MAP Math growth by March 2025. Students will shift as follows on the formative STAR math assessments: 2nd from 2.01 to 3.0, 3rd from 2.57 to 4.0, 4th from 3.64 to 5.0, and 5th from 4.18 to 6.0 by March 2024.

(MRI #2) Action Steps ELA:
- *School-wide LETRS professional learning monthly throughout the year by an outside CCSD contracted company.* **(MRI #4)**
- *K-5 professional learning sessions on systematic, explicit, daily phonemic awareness, and phonics instruction by administration, learning strategists, and teachers in September using 95 CORE, including the use of engagement strategies to meet the needs of ELL students.* **(MRI #4)**
- *K-5 peer coaching sessions on implementation of systematic, explicit, daily phonemic awareness, and phonics instruction by*

administration, learning strategists, and teachers in September using 95 CORE, including the use of engagement strategies to meet the needs of ELL students.
- *Administration and learning strategists will monitor once a month to ensure implementation of systematic, explicit, daily phonemic awareness and phonics instruction is occurring, including the use of engagement strategies to meet the needs of ELL students.* **(MRI #3)**
- *STAR reading at least once a quarter will be used to monitor success.* **(MRI #3)**

(MRI #2) Action Steps Math:
- *Continue Rocket Math implementation K-5.*
- *K-5 professional learning sessions on the implementation of tier 1 math instruction following a scope and sequence of grade level expectations by administration, learning strategists, and teachers in October using enVisions, including the focus on grade-level appropriate math vocabulary to meet the needs of ELL students.* **(MRI #4)**
- *K-5 peer coaching sessions on the implementation of tier 1 math instruction following a scope and sequence of grade level expectations by the administration, learning strategists, and teachers in October using enVisions, including a focus on grade-level appropriate math vocabulary to meet the needs of ELL students.*
- *Administration and learning strategists visit each classroom monthly during Rocket Math and tier 1 enVisions math instruction to ensure implementation.* **(MRI #3)**
- *STAR Math will be used at least once a quarter to monitor success* **(MRI #3)**

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
- enVisions materials
- LETRS materials
- 95 materials
- HMH materials

Challenges to Tackle:
- Keeping plenty of Rocket Math Sheets centrally located and ready for use
- Ensuring continued consistency and fidelity for all teachers and students

Potential Solution*:*
- dedicated staff to make copies and place in central location)
- administration and learning strategists to monitor using Rocket Math checklist

(MRI #2) Improvement Strategy: Implement Peer Coaching for feedback on instructional practices tied to specific grade level needs for 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 best teaching and learning practices for content understanding as indicated on professional learning pre/post tests and observations by peers, learning strategists and administration.*

(MRI #2) Action Steps:
- *Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade level content needs (including PL, preparation with lesson plan, observations, and feedback)* **(MRI #4)**
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:
- NEPF Observations including summarized peer feedback
- K-5 95 Core Look For Tools
- K-5 HMH Into Reading Look For Tools
- K-5 enVisions Look For Tools
- Lesson Plan Template outlined to NEPF
- Extra preparation periods for peer coaching sessions
- Before and after school professional learning sessions

Challenges to Tackle:
- Teachers feeling overwhelmed with so much to do:

- Teacher ensuring fidelity in lesson planning, partner discussions, and implementation

Potential Solution
- extra prep times for lesson planning and observations
- PL before or after school
- lesson plans from partner discussions uploaded to drive, observations of implementation documented

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

In addition to the schoolwide goal and considered equity supports, we have adopted the following Student Success Action Plan in alignment with Assembly Bill (AB) 219

AB 219 Data Reviewed - SBAC 2023-2024

English Learner (EL) English Language Arts (ELA) Proficiency: 11.3%

EL Mathematics Proficiency: 11.2%

EL WIDA Met AGP: 21.5%

AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA data, the problem is ELs are performing in the bottom 30th percentile [in the state/in the district]. A root cause of low performance of ELs in language proficiency and content achievement is due to Tier 1 instruction not consistently meeting ELL students' language acquisition needs. Students need ample opportunities to engage in oral discourse daily.

AB 219 Student Success Goals:
- **Mathematics Summative Assessment**
  - Increase the percentage of English learners **proficient** in math from 11.2% in 2024 to 21% by 2025, as measured by SBAC and reported on the NSPF.
- **ELA Summative Assessment**
  - Increase the percentage of English learners **proficient** in ELA from less than 11.3% in 2024 to 21% by 2025, as measured by SBAC and reported on the NSPF.
- **Language Summative Assessment**
  - Increase the percent of English Learners **meeting Adequate Growth Percentile (AGP)** in English Language proficiency from 21.5% in 2024 to 31% by 2025, as measured by the WIDA and reported on the NSPF.

AB 219 Student Success Improvement Strategy
- Reading Skills Center
- School-wide implementation of phonics and phonemic awareness instruction during Tier I instruction

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):*2, 1*

AB 219 Student Success Action
- **Action Step [1]: Reading Skills Center**
  - Implement a Reading Skills Center **for English learners** to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
  - **Monitoring Plan:** Quarters 1, 2, and 3

- ○ **Person Responsible:** (Language Learner Specialist)
- ● **Action Step [2]: Tier I Focus**
  - ○ Implement Tier I phonics and phonemic awareness instruction for English Learners to connect language acquisition with literacy through daily instruction in phonics and phonemic awareness.
  - ○ **Monitoring Plan:** Quarters 1, 2, and 3
  - ○ **Person Responsible:** Classroom teachers, Leadership Team

AB 219 Student Success Professional Learning
- ● **Professional Learning [1] for [Language Learner Strategist]:** *What professional learning does the site need around rigorous content and language practice opportunities for EL students?*
  - ○ Provide LLS with ongoing professional learning and coaching on the RSC Approach, formative assessments, and embedding the four language domains (speaking, writing, reading, and listening) in 30-minute RSC lessons.
- ● **Professional Learning [2] for [classroom teacher]:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
  - ○ Provide classroom teachers with ongoing professional learning and coaching on phonics and phonemic awareness instruction, monitoring for progress, and embedding the four language domains (speaking, writing, reading, and listening) in 30-minute, tier I lessons.

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 8.4 % points below white. In ELA, African American students scored 34.6% points below white and Latino scored 17.7% points below white.

Support: Teachers will be using an asset-focused mindset, ensuring students are used as resources as and for learning. (Rocket Math 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 4.4 points below white students. In ELA, SPED students scored about 32.1% 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.

    - 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.

    - 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 (MRI #1)	**Pre and Post Test Scores:** Prior to each professional learning session, teachers took a pre assessment. After the session, teachers took a post assessment to see if gains were made. **NEPF Observation**s: Administration observed classroom practice to see if the PL session was impactful. **SBAC, MAP, STAR, Rocket Math Data**: Students made slight gains in academics, yet we need to make greater gains (see Charts 1-7)	**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 **Instructional Coaches**: Instructional coaches modeled best practices in PL sessions and in classrooms with specific structures and content **Implementation Managers:** Shared best practices for specific curriculums directly from the curriculum writers.	**PLC Structures**: In place with focus on best practices and student data **RTI/Small Group Structures**: In place with focus on data driven interventions **Common Planning Times**: Each grade level has daily common planning time to support collaboration for continuous improvement **Professional Learning**: Consistent and focused; grade levels would like it more customized to their needs and content
	Areas of Strength: Teachers are more reflective of their practice now; teachers made gains in better understanding all areas of PL, including strategies and systems for increased student engagement and best practices for all students.		
	Areas for Growth: Because of a great amount of turnaround at the school 21/33 classroom teachers are new to the school. 12/21 are Long-term subs studying to become licensed teachers. They will need significant support in both classroom management, curriculum, assessment, grading, parent contact, etc.		
Problem Statement	Students have made slight gains in both math, language arts, and science. However, we would like to make more growth. Teachers have made significant gains in best teaching and learning practices, yet they still need best content practices in mathematics and language arts using the curriculum provided.		
Critical Root	Staff would like to change the Peer Coaching sessions to grade level content with the new curriculum provided 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		

Causes (MRI #1)	specific content rich and rigorous ways.

Part B

Adult Learning Culture	
School Goal: By March 2025, teachers will have increased their grade level content knowledge and best practices for instruction and student engagement of that 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 and tier 1 instruction. By March 2025, teachers will have participated at least once a week in PLCs that include standards trajectory focus and data discussions that move students forward as indicated by PLC minutes and grade level standards trajectory uploads on the shared drive.	**STIP Connection:** *#2 All students have access to effective educators*

(MRI #2) Improvement Strategy: *Implement Revised Peer Coaching Professional Learning Customized to Grade Level Content Needs with the new curriculum (95 Core, HMH Reading, enVisions, Amplify); LETRS professional learning and implementation; PLCs focused on standards trajectories and data discussions that move students forward.* **(MRI #4)**

Evidence Level (**1-Strong**; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: **1-Strong -** <u>Four Domains for Rapid School Improvement</u>: Domain 2: Talent Development, Practice 2B: Target professional learning opportunities and Domain 3: Instructional Transformation, Practice 3B: Provide rigorous evidence-based instruction; <u>The District and School Improvement Framework for Systemic Improvement AIR</u>: 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 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 content 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. If teachers have productive PLCs that provide a deeper understanding of standards trajectories as well as data discussions that move students forward, teachers will have a clearer pathway to high-impact teaching and learning structures, and students will make academic gains.*

(MRI #2) Action Steps:

- *Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade-level content needs (including PL, preparation with lesson plan, observations, and feedback). Administration, Learning Strategists, and Teachers will continue the PLC model started in February 2023 to include standards trajectories and data discussions to move students forward.*
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:
- NEPF Observations including summarized peer feedback
- K-5 95 Core
- K-5 HMH Into Reading
- K-5 enVisions
- Lesson Plan Template outlined to NEPF
- Before and after school professional learning sessions
- PLC Minutes

Challenges to Tackle:
- Many teachers this year are new to Walter Long (and the curriculums we use) and/or new to teaching in general
- Not enough peer models at certain grade levels (for example, the entire fourth-grade team will be new to teaching)

Potential Solutions:
- Differentiated professional learning with plans for teachers in year 2 of implementation and those in their first year
- Strategists, CTTS, and administration will work with returning teachers to tape lessons to discuss with other grade levels during PLC+

(MRI #3) 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 by 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 the administration and learning strategists, then their craft will improve and their students' academic scores will increase positively.*

(MRI #2) Action Steps:

- *Administration, Learning Strategists, and Teachers will continue the Peer Coaching Model, customized to grade level content needs (including PL, preparation with lesson plan, observations, and feedback)*
- Administration, Learning Strategists, and Teachers will complete observations and information will be summarized on the NEPF Observation document by the administrator

Resources Needed:
- NEPF Observations including summarized peer feedback
- K-5 95 Core
- K-5 HMH Into Reading
- K-5 enVisions
- Lesson Plan Template outlined to NEPF
- Extra preparation periods for peer coaching sessions
- Before and after school professional learning sessions

Challenges to Tackle:
- New teachers (to the school or teaching in general) may be hesitant to provide feedback to more seasoned teachers or teachers they don't know as well

Potential Solutions:
- Professional development sessions will begin with icebreaker activities to ensure teachers have the opportunity to get more comfortable getting and giving feedback

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

In addition to the schoolwide goal and considered equity supports, we have adopted the following Adult Learning Culture Action Plan in alignment with AB 219

AB 219 Data Reviewed
   Classroom Observations

AB 219 Adult Learning Culture Root Causes: As evidenced by observation data, the problem is a lack of consistent implementation of high-quality phonics and phonemic awareness instruction for ELs during tier I instruction. A root cause of the low performance of ELs in language proficiency and content achievement is a lack of teacher knowledge related to effective phonics and phonemic awareness instruction for ELs. Students need consistent phonics and phonemic awareness instruction, embedding the four language domains.

Resource: NV ELD-NEPF Connections]

AB 219 Adult Learning Culture Goals:

- Increase the percentage of classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched **Tier I instructional materials** from 60% at the end of the first semester to 70% at the end of the second semester, 2025, as measured by the Tier I Monitoring Tool (Focal Point).

AB 219 Adult Learning Culture Improvement Strategy
- Providing differentiated professional learning in collaboration with program implementation managers
- Providing peer-observation, coaching and feedback opportunities

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2*

AB 219 Adult Learning Culture Action
- **Action Step [1]:**
  - Implement differentiated professional learning opportunities for staff in years 1, 2, and 3 of program implementation in conjunction with ongoing observations and feedback from peers and the leadership team.
  - **Monitoring Plan:** Quarters 1, 2,3
  - **Person Responsible:** Classroom teachers, strategists, leadership team

AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for [classroom teachers]: *What professional learning does the site need around instructional practice for EL students?*
  - Provide classroom teachers with ongoing, differentiated professional learning and coaching on phonics and phonemic awareness instruction for ELs. Ensure all teachers are familiar with the components of the Tier I Monitoring Tool.

English Learners: Increase the number of **Professional Learning Community (PLC) meetings** that follow the **Teaching and Learning Cycle** from 15 meetings in 23/24 SY to 30 meetings in 24/25 SY as measured by PLC Plus Monitoring Tools.

All teachers will engage in effective PLCs focused on the CCSD Teaching and Learning Cycle (weekly during preps on Tuesdays) The second semester will focus on ELA. **(MRI #2) ELA:** Teachers will have multiple professional learning sessions that incorporate best practices for ELL students within that content area in order to provide ELL students the best opportunities to engage with other students to practice both language and content. Tier one instruction will include explicit daily phonemic awareness and phonics instruction with an ELL focus. (95 Core and HMH). 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 in order to provide ELL students the best opportunities to engage with other students to practice both language and content. Tier one instruction will include Rocket Math partner practice (K-5) and enVisions partner practice (K-5)**(MRI #4)**

Foster/Homeless: Teachers will provide students with opportunities to practice and deepen understanding at school (homework not graded). Teachers will be provided with Boys Town training to better understand the needs of our foster and homeless students. 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 and UCF in-school therapy sessions) (**MRI #5)**

Free and Reduced Lunch: Teachers will have opportunities to engage in professional learning that is focused on how students best learn. Students will have opportunities for after-school tutoring, and 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 and UCF in-school therapy sessions). **(MRI #5)**

Migrant: Students will have opportunities to practice and deepen understanding at school (homework not graded). Teachers will be provided with Boys Town training to better understand the needs of our migrant students. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school. **(MRI #5)**

Racial/Ethnic Minorities:
- **Challenge**: In math, African American students scored 8.4% points below white. In ELA, African American students scored 34.6% points below white and Latinos scored 17.7% 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 (Rocket Math and Partner Practicer in Tier 1 instruction).

Students with IEPs:
- **Challenge**: In math, SPED students scored 4.4 points below white students. In ELA, SPED students scored about 32.1% points below white students.
- **Support**: Teachers will have professional learning on differentiated support for diverse populations including students with academic or behavioral IEPS. Students will get exposure to deep and active learning (Rocket Math and 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 (MRI #1)	***Panorama Surveys*** *– Spring 2024* *Supportive relationships 85%* *Sense of belonging 56%* *Positive feelings 57%* *Social awareness 54%* *Challenging feelings 52%* *Emotional regulation 33%* ***Office Calls and Referrals*** *- Behavior referrals dropped from an average of 2.8 per school day in 22/23 to 2.2 in 23/24*	***Staff Discussion*** *– students struggle with emotional regulation*	***Title I Surveys*** *- minimal participation in surveys* ***Districtwide Survey - Students*** *- My parents feel welcome at my school (88.27%), My teachers care about me 87.71%).* *(PUT THE TOP TWO)*
	Areas of Strength: Many students feel that they have supportive relationships.		
	Areas for Growth: Many students struggle with emotional regulation.		
Problem Statement	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.		
Critical Root Causes (MRI #1)	*Students have social, emotional, and 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.*		

Connectedness

School Goal: Increase the percent of students who indicate the ability to practice emotional regulation on the Panorama survey from 33% in Spring 2024 to 43% in Spring 2025 as measured by the Panorama Education Survey.	**STIP Connection:** #6 All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

(MRI #2) 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 Panorama lessons, BoysTown skill-streaming, and/or other SEL lessons. Students with high needs will receive one-on-one or small groups sessions with counselor, CIS coordinator, behavior specialist, HAZEL Health, and/or UCF. Students will have explicit SEL instruction for emotional regulation during their extra prep time from August through December.

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: 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*

Intended Outcomes: *If students are given structures, processes, and strategies to self-regulate, 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.*

(MRI #2) Action Steps:
- *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.*
- *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.*
- *The administration will send periodic articles about emotional regulation that can be implemented in SEL lessons immediately and remind staff of the school-wide focus on emotional regulation.*
- *Bulletin boards throughout the school will include emotional regulation strategies such as breathing techniques, etc.*
- *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 Miracle Minds.*
- *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.*

- *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, Hazel Health, Miracle Minds, Boys Town, SOcial Worker*
- *Hazel Health materials for semi-private sessions*
- *Miracle Minds room for private sessions*
- *Panorama Survey and results*

Challenges to Tackle:
- Additional instructional time is taken from Tier 1 instruction for SEL Lessons
- Limits to SEL resources
- Difficulty getting parents to sign permission to utilize SEL resources (therapy, teletherapy, outside resources, in-home resources)

Possible Solutions
- Professional Learning for teachers on the benefits of SEL Lessons (less disruptions during Tier 1 instruction when students can emotionally self-regulate)
- Work with Miracle Minds team to add additional days of in-person, on-campus therapy, utilize Hazel Health for teletherapy (particularly for 4th and 5th-grade students)
- Parent meetings, engaging parents in solution-based conversations, home visits

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

In addition to the schoolwide goal and considered equity supports, we have adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed
Panorama Survey Data- SEL Emotional Regulation

AB 219 Connectedness Root Causes: As evidenced by Panorama survey data, the problem is our EL students do not know how to articulate how they feel and how to regulate how they feel. A root cause of the low performance of ELs in language proficiency and content achievement is a lack of emotional regulation which impacts student attendance and student performance. Students need explicit instruction on how to name feelings and regulate feelings.

AB 219 Connectedness Goals:
- Panorama survey data, in the category of SEL Emotional Regulation, from Fall 2024 will increase from 45% to 55% by the end of Spring 2025.

AB 219 Connectedness Improvement Strategy:

- Utilize the wrap-around team, including the school counselor, social worker, CIS coordinator, Student Success facilitator, Boys Town, in-house suspension aid, campus security monitor, and instructional assistants to implement school-wide SEL programming in addition to tier 2 and tier 3 supports for students in need of more individualized services.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

AB 219 Connectedness Action

- **Action Step [1]:**
  - Provide professional learning for classroom teachers provided by the school counselor to implement the Kelso's Choice program
  - **Monitoring Plan:** Quarters 1, 2, 3
  - **Person Responsible:** MTSS Team

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [classroom teachers]:** *What professional learning does the site need around Connectedness for EL students?*
  - Providing professional learning for staff to make connections between SEL emotional regulation and supporting the needs of ELs

English Learners: Reduce the percent of English Learners **chronically absent** from 25.9% in 2023 to 20.9% by 2024, as reported by the NSPF.

During SEL instruction, ELLs will be paired with others who can translate for them. Implement an attendance team to monitor chronically absent students. Communities in School is located on-site to focus on attendance. **(MRI #2)**

Foster/Homeless: n/a

Free and Reduced Lunch: n/a

Migrant: n/a

Racial/Ethnic Minorities: N/A (only 87 students took the survey, data is too small to break down by race - 54% of students were grouped into "confidentiality protected"

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)
General Budget	$6,403,661	Admin, licensed jobs, support staff jobs, supplies and other services	Student Success Goal Adult Learning Culture Goal Connectedness Goal
Title I	$394,440	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
At Risk	$1,366,892	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

School English Learner Academic Achievement Plan (SELAAP)
Assembly Bill 219, SELAAP Framework

Student Success	**In addition to the schoolwide goal and considered equity supports, we have adopted the following Student Success Action Plan in alignment with Assembly Bill (AB) 219**
	AB 219 Data Reviewed - SBAC 2023-2024
	  English Learner (EL) English Language Arts (ELA) Proficiency: 11.3%
	  EL Mathematics Proficiency: 11.2%
	  EL WIDA Met AGP: 21.5%
	AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA data, the problem is ELs are performing in the bottom 30th percentile [in the state/in the district]. A root cause of low performance of ELs in language proficiency and content achievement is due to Tier 1 instruction not consistently meeting ELL students' language acquisition needs. Students need ample opportunities to engage in oral discourse daily.
	AB 219 Student Success Goals:
	● **Mathematics Summative Assessment**
	  ○ Increase the percentage of English learners **proficient** in math from 11.2% in 2024 to 21% by 2025, as measured by SBAC and reported on the NSPF.
	● **ELA Summative Assessment**

- ○ Increase the percentage of English learners **proficient** in ELA from less than 11.3% in 2023 to 21% by 2024, as measured by SBAC and reported on the NSPF.
- **Language Summative Assessment**
  - ○ Increase the percent of English Learners **meeting Adequate Growth Percentile (AGP)** in English Language proficiency from 21.5% in 2024 to 31% by 2025, as measured by the WIDA and reported on the NSPF.

AB 219 Student Success Improvement [Strategy](#)
- Reading Skills Center
- School-wide implementation of phonics and phonemic awareness instruction during Tier I instruction

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):*2, 1*

AB 219 Student Success Action
- **Action Step [1]:**
  - ○ Implement a Reading Skills Center **for English learners** to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
  - ○ **Monitoring Plan:** Quarters 1, 2, and 3
  - ○ **Person Responsible:** (Language Learner Specialist)
- **Action Step [2]:**
  - ○ Implement Tier I phonics and phonemic awareness instruction for English Learners to connect language acquisition with literacy through daily instruction in phonics and phonemic awareness.
  - ○ **Monitoring Plan:** Quarters 1, 2, and 3
  - ○ **Person Responsible:** Classroom teachers, Leadership Team

AB 219 Student Success Professional Learning
- **Professional Learning [1] for [Language Learner Strategist]:** *What professional learning does the site need around rigorous content and language practice opportunities for EL students?*
  - ○ Provide LLS with ongoing professional learning and coaching on the RSC Approach, formative assessments, and embedding the four language domains (speaking, writing, reading, and listening) in 30-minute RSC lessons.
- **Professional Learning [2] for [classroom teacher]:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
  - ○ Provide classroom teachers with ongoing professional learning and coaching on phonics and phonemic awareness instruction, monitoring for progress, and embedding the four language domains (speaking, writing, reading, and listening) in 30-minute, tier I lessons.

Adult Learning Culture	**In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Adult Learning Culture Action Plan in alignment with AB 219** *AB 219 Data Reviewed* *Classroom Observations*

	AB 219 Adult Learning Culture Root Causes: As evidenced by observation data, the problem is a lack of consistent implementation of high-quality phonics and phonemic awareness instruction for ELs during tier I instruction. A root cause of the low performance of ELs in language proficiency and content achievement is a lack of teacher knowledge related to effective phonics and phonemic awareness instruction for ELs. Students need consistent phonics and phonemic awareness instruction, embedding the four language domains. *Resource: NV ELD-NEPF Connections*] **AB 219 Adult Learning Culture Goals:** ● Increase the percentage of classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched **Tier I instructional materials** from 60% at the end of the first semester to 70% at the end of the second semester, 2025, as measured by the Tier I Monitoring Tool (Focal Point). **AB 219 Adult Learning Culture Improvement Strategy** ● Providing differentiated professional learning in collaboration with program implementation managers ● Providing peer-observation, coaching and feedback opportunities **AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2* **AB 219 Adult Learning Culture Action** ● **Action Step [1]:** ○ Implement differentiated professional learning opportunities for staff in years 1, 2, and 3 of program implementation in conjunction with ongoing observations and feedback from peers and the leadership team. ○ **Monitoring Plan:** Quarters 1, 2,3 ○ **Person Responsible:** Classroom teachers, strategists, leadership team **AB 219 Adult Learning Culture Professional Learning** **Professional Learning [1] for [classroom teachers]:** *What professional learning does the site need around instructional practice for EL students?* ○ Provide classroom teachers with ongoing, differentiated professional learning and coaching on phonics and phonemic awareness instruction for ELs. Ensure all teachers are familiar with the components of the Tier I Monitoring Tool.
Connectedness	**In addition to the schoolwide goal and considered equity supports, we have adopted the following Connectedness Action Plan in alignment to AB 219** *AB 219 Data Reviewed* Panorama Survey Data- SEL Emotional Regulation **AB 219 Connectedness Root Causes:** As evidenced by Panorama survey data, the problem is our EL students do not know how to articulate how they feel and how to regulate how they feel. A root cause of the low performance of ELs in language proficiency and content achievement is a lack of emotional regulation which impacts student attendance and student performance. Students need explicit instruction on how to name feelings and regulate feelings. **AB 219 Connectedness Goals:**

○ Panorama survey data, in the category of SEL Emotional Regulation, from Fall 2024 will increase from 45% to 55% by the end of Spring 2025.

AB 219 Connectedness Improvement Strategy:

○ Utilize the wrap-around team, including the school counselor, social worker, CIS coordinator, Student Success facilitator, Boys Town, in-house suspension aid, campus security monitor, and instructional assistants to implement school-wide SEL programming in addition to tier 2 and tier 3 supports for students in need of more individualized services.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

AB 219 Connectedness Action

- **Action Step [1]:**
  - ○ Provide professional learning for classroom teachers provided by the school counselor to implement the Kelso's Choice program
  - ○ **Monitoring Plan:** Quarters 1, 2, 3
  - ○ **Person Responsible:** MTSS Team

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [classroom teachers]:** *What professional learning does the site need around Connectedness for EL students?*
  - ○ Providing professional learning for staff to make connections between SEL emotional regulation and supporting the needs of ELs.