



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

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Phone: 702-799-7456

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 11/09/2023.



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/walter_v._long_elementary_school/2023/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



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	8/4/2023	Welcome Back to School
SOT Meetings	Each month, 2023-2024	Get feedback from staff and parents on improvement efforts
Stories and Snack	9/15/2023	Greet teachers, have a snack, get a free book, learn ways to help at home
Annual Parent Meeting	9/29/2023	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	10/10/2023	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
Status Check 2	2/9/2024	Share the Status Check 2 updates, introduce new assistant principals, new Boys Town Support
Stories and Snack	4/19/24	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

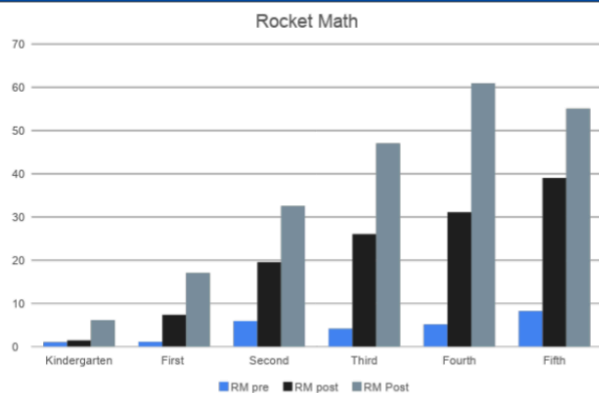
Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed (MRI #1)	<p>Student Performance Data MAP ELA 49% of students met their growth in 2021-2022 and 46% made their growth in 2022-2023. MAP Math 50% of students met their growth in 2021-2022 and 47% met their growth in 2022-2023. 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.</p>	<p>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 45% of students struggled with emotional regulation. .</p>	<p>Rigorous Texts and Tasks Students have access to rigorous texts and tasks. However, formative data indicated that neither texts nor tasks were consistently applied.</p> <p>Student Performance Data from 2018, 2019, 2021, 2022, 2023 - 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 - MAP Science Chart 7 – Teacher PL Growth</p>
	<p><i>Areas of Strength: We made growth in ELA, Math, and Science.</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>		



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 content best practices in mathematics, language arts, and science 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 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, language arts, and science in order to assist students with math, language, and science development.

Chart 1: Rocket Math

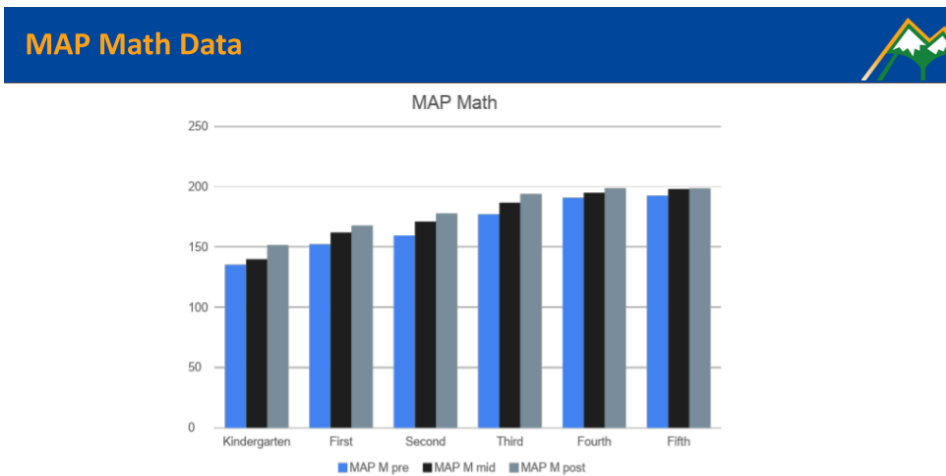
Rocket Math Data



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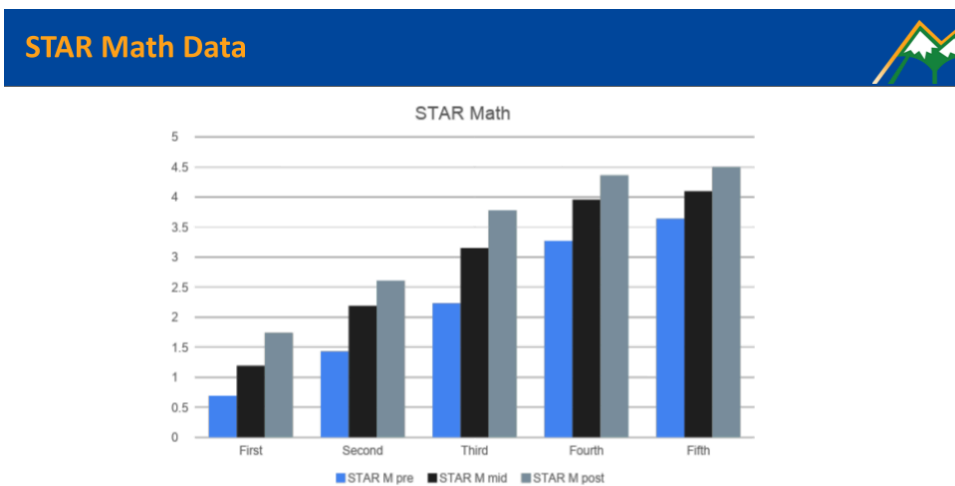


Chart 2: MAP Math



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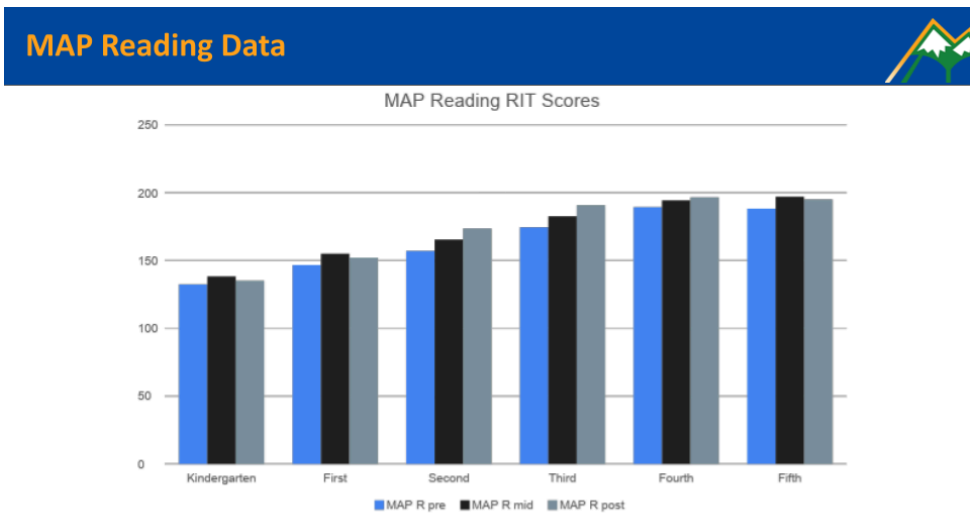
Chart 3: STAR Math



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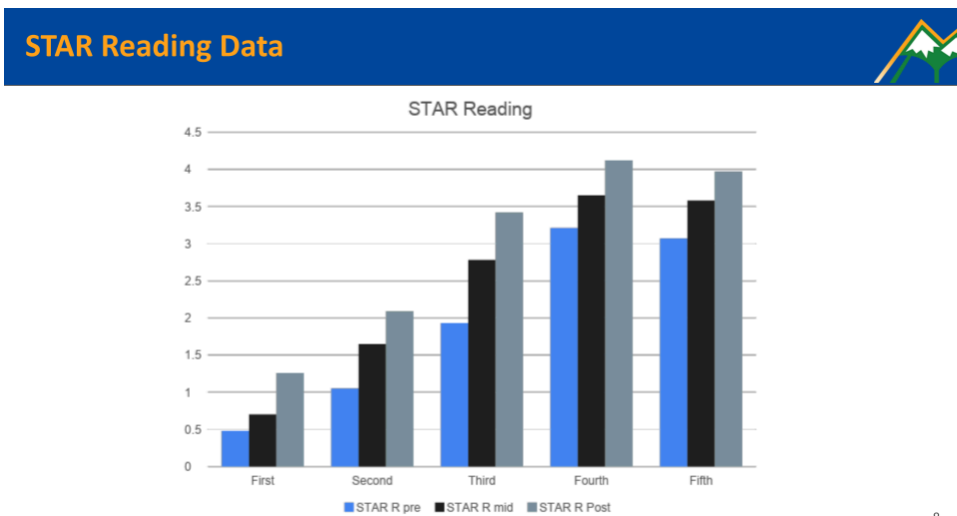


Chart 4: MAP Reading



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Chart 5: STAR Reading

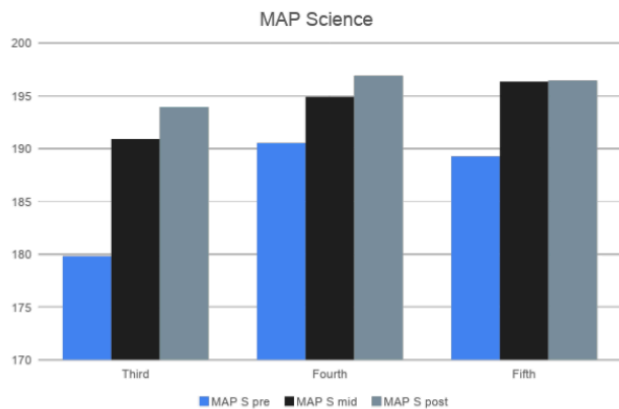


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Chart 6: MAP Science

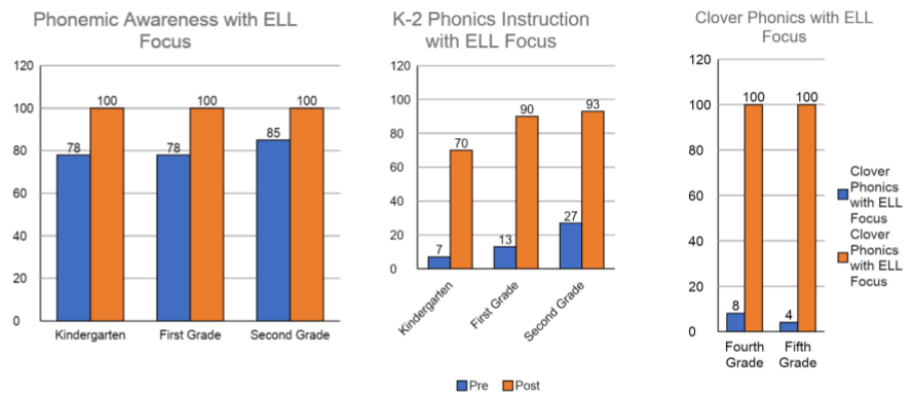
MAP Science



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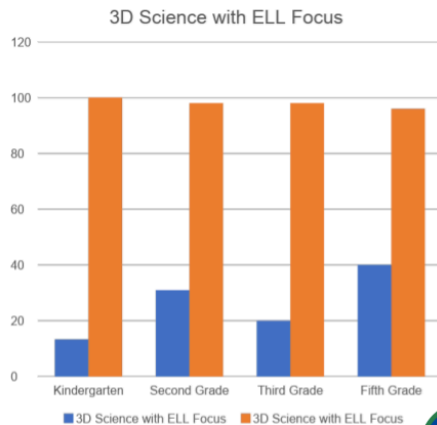
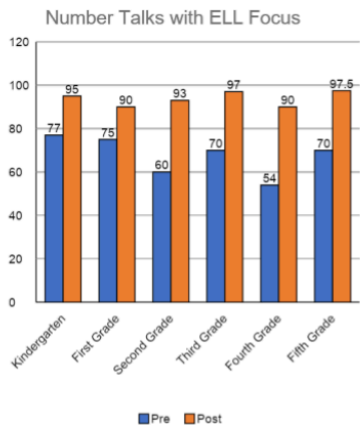
Chart 7: Teacher Growth

Professional Learning – Phonemic Awareness/Phonics





Professional Learning – Number Talks, Science



Part B

Student Success	
<p>School Goal: Increase ELA proficiency from 30.9% (2022-2023) to 40% (2023-2024) as noted on the SBAC. Increase Math proficiency from 16.7% (2022-2023) to 27% (2023-2024) as noted on the SBAC.</p>	<p>Aligned to Nevada’s STIP Goal: #3 All students experience continued academic growth.</p>
<p>(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 new curriculum.</p>	
<p>(MRI #2) Improvement Strategy Math: Continue Rocket Math with fidelity school-wide for increase in math fact automaticity. Incorporate quality tier 1 instruction K-5 with new curriculum.</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 Practice 3C: Remove barriers and provide</i></p>	



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 46% MAP Reading growth to 56% MAP reading growth on formative MAP Reading assessments by March 2024. Students will shift as follows on the formative STAR reading assessments: 1st from .42 to 2.0, 2nd from 1.5 to 3.0, 3rd from 2.86 to 4.0, 4th from 3.22 to 5.0, and 5th from 3.6 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 47% MAP growth to 57% MAP Math growth by March 2024. Students will shift as follows on the formative STAR math assessments: 1st from .94 to 2.0, 2nd from 2.11 to 3.0, 3rd from 2.44 to 4.0, 4th from 3.6 to 5.0, and 5th from 4 to 6.0 by March 2024.

(MRI #2) Action Steps ELA:

- *School-wide LETRS professional learning monthly throughout the year by 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 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 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 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
- Amplify materials
- LETRS materials
- 95 materials
- HMH 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)

(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)*
- *Quarter 1 - 95 CORE*
- *Quarter 2 - HMH Vocabulary*
- *Quarter 3 - HMH 3-Step Reading*
- *Quarter 4 - HMH Writing (MRI #3)*
- *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*
- *K-5 95 Core*
- *K-5 HMH Into Reading*
- *K-5 enVisions*
- *K-5 Amplify*
- *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 (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)*



(MRI #2) 1003(a) Improvement Strategy: *Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data. (MRI #5)*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *95 Core Phonics (1)*

Intended Outcomes: Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.

(MRI #2) Action Steps: Implement CCSD's Teaching and Learning expectations for Tier II instruction:

- Analyze MAP Growth Assessment data to identify students scoring below the 40th percentile in reading. **(MRI #3)**
- Students identified as needing further assessment are administered a diagnostic or curriculum-based assessment to determine specific instructional needs, as prescribed in the Tiered Instruction Flowchart. **(MRI #3)**
- Based on the data, educators collaboratively determine each student's specific need(s) for Tier II instruction, including skill-specific intervention. **(MRI #3)**
- Communication will be provided to parents/guardians for students who are provided with Tier II instruction.
- Provide small group, Tier II instruction and intervention to identified students using 95 Core Phonics. **(MRI #5)**
- Progress monitor data to monitor student improvement on identified knowledge, skill, and/or concept deficits. **(MRI #3)**
- School teams analyze the data to determine whether Tier II instruction has been effective in improving student performance and make adjustments to the plan. **(MRI #3)**

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers

Additional Resources:

- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:

- Student absenteeism; *Potential Solution:* Provide Multi-Tiered Systems of Support for attendance, along with contact/contracts with families. **(MRI #5)**

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

English Learners:



ELL ELA Proficiency: 22.6% of ELs (MRI #1)

ELL Math Proficiency: 11.3% of ELs (MRI #1)

ELL WIDA Met AGP: 29.7% (MRI #1)

The Language Learner Specialist (LLS) will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Administrators and strategists will conduct classroom observations to monitor implementation of instructional practices and strategies addressed during professional learning. MAP and STAR data will be used to monitor the impact of the implemented strategies on student learning and achievement. 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. All teachers will provide effective Tier I instruction using 95 Phonics Core Program and enVision Mathematics. Staff will receive professional learning on Tier I curriculum (enVision, 95 Phonics and HMH). Staff will receive professional learning on Tier I curriculum (enVision, 95 Phonics and HMH). Leadership team will conduct classroom observations using a look-for tool. Next steps will be based on the data from classroom observations. Teachers will receive feedback and coaching support from data. **(MRI #2)** Monthly required professional learning focused on formative assessments, embedding the four language domains, providing discourse tasks and data collection and analysis. **(MRI #4)**

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)	<p>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.</p> <p>NEPF Observations: Administration observed classroom practice to see if the PL session was impactful.</p> <p>SBAC, MAP, STAR, Rocket Math Data: Students made slight gains in academics, yet we need to make greater gains (see Charts 1-7)</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 for continuous improvement</p> <p>Professional Learning: Consistent and focused; grade levels would like it more customized to their needs and content</p>
	<p>Areas of Strength: Teachers are more reflective of their practice now; teachers made gains on better understanding all areas of PL, including strategies and systems for increased student engagement and best practices for all students.</p>		
	<p>Areas for Growth: Now that teachers are able to use their customized best practices in the classroom, professional learning needs to address tier 1 common academic challenges with the content as well as engagement strategies during content instruction, and PLCs need to be focused on standards and data discussions to move students forward.</p>		
Problem Statement	<p>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, language arts, and science using the curriculum provided.</p>		
Critical Root	<p>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</p>		



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

Adult Learning Culture	
<p>School Goal: By March 2024, 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 2024, 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.</p>	<p>STIP Connection: #2 <i>All students have access to effective educators</i></p>
<p>(MRI #2) Improvement Strategy: <i>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)</i></p>	
<p>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</p>	
<p>Intended Outcomes: <i>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 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.</i></p>	
<p>(MRI #2) Action Steps:</p>	



- 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.
- PL Quarter 1 - 95 Core (MRI #4)
- PL Quarter 2 - HMH Vocabulary (MRI #4)
- PL Quarter 3 - HMH 3-step reading (MRI #4)
- PL Quarter 4 - HMH Writing (MRI #4)
- PLC Semester 1 - focused on enVision with purposeful planning
- PLC Semester 2 - focused on HMH with purposeful planning
- 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:

- 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)

(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 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.

(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)
- Quarter 1 - 95 Core
- Quarter 2 - HMH Vocabulary
- Quarter 3 - HMH 3-step Reading
- Quarter 4 - HMH Writing **(MRI #3)**
- 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
- K-5 Amplify
- 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 (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)

(MRI #2) 1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions. **(MRI #3/MRI #5)**

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); 95 Phonics Core Program (1)*

Intended Outcomes: Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in



English Language Arts.

(MRI #2) Action Steps:

- Teachers will participate in job-embedded professional learning provided by the 95 Core implementation manager and/or the Read by Grade 3 learning strategist. **(MRI #4)**
- Teachers will participate in on-site coaching and collaboration with grade-level peers. **(MRI #4)**
- Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction. **(MRI #5)**
- Teachers will participate in a book study, add-on days for planning and data analysis, Saturday institutes, and/or a literacy conference. **(MRI #4)**
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development. **(MRI #3)**
- Implementation managers will provide at least 3 on-site coaching days per grade level, per teacher. **(MRI #4)**

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers
- Look-for tools (Instructional walks and PLC)
- Funding for a literacy conference, books, and extra-duty pay for Saturday institutes

Additional Resources:

- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for Saturday institutes

Challenges to Tackle:

- Teacher attendance; *Possible Solution:* Offer incentive to teachers who attend all PLCs, add-on days, institutes, and conferences.
- Fidelity to the program model; *Possible Solution:* Implementation managers will provide additional coaching days to address program fidelity.

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

English Learners: Increase the number of **Professional Learning Community (PLC) meetings** that follow the **Teaching and Learning Cycle** from 0 meetings in 22/23 SY to 30 meetings in 23/24 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). **Science:** 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 5E cycle observations, discussions about the observations, and team work within the phenomenon. **(MRI #4)**

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 and UCF in-school therapy sessions) **(MRI #5)**

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 and UCF in-school therapy sessions). **(MRI #5)**

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. **(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 Latino 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:** 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)	<p>Panorama Surveys – Fall 2023 Supportive relationships 81% Sense of belonging 64% Positive feelings 63% Social awareness 62% Challenging feelings 43% Emotional regulation 37%</p> <p>Office Calls and Referrals - 2022 to 2023 from 10+ a day to 8+ 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% (PUT THE TOP TWO AND THE BOTTOM TWO)</p>
	<p><i>Areas of Strength: Many students feel that they have supportive relationships. (THIS MIGHT CHANGE WITH FALL 2023 PANORAMA SURVEY)</i></p>		
	<p><i>Areas for Growth: Many students struggle with emotional regulation and challenging feelings. (THIS MIGHT CHANGE WITH FALL 2023 PANORAMA SURVEY)</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 (MRI #1)	<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 38 % in fall 2023 to 45% in spring 2024 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>(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 ReThink. 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.</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 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</i></p>	
<p>Intended Outcomes: <i>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.</i></p>	
<p>(MRI #2) 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>During their extra prep, students will have explicit instruction on structures and strategies to self regulate.</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</i> 	



that might help.

- *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, Hazel Health, UCF*
- *Hazel Health materials for semi-private sessions*
- *UCF room for private sessions*
- *Yoga Room and equipment*
- *Yoga instructor*
- *SEL Self Regulation Instructor for extra prep*
- *Time in the schedule for classes to go to yoga and the SEL Self Regulation instructor*
- *Panorama Survey and results*

Challenges to Tackle:

One challenge is that teachers may be concerned about additional instructional time taken with SEL lessons can be addressed with understanding of the ability to teach more effectively when students feel community and safeness within the classroom environment. Another challenge is that so many students have so many needs, that our resources may be stretched beyond capacity. We are actively searching for a counselor to fill our vacant counseling position, UCF has stated that they will add additional days to our schedule, and we still have access to Hazel Health. A third challenge is having a back up yoga instructor. Both our other CTTs and our learning strategists have covered for yoga in the past. We can make sure that the yoga instructor has lessons available, so that if she is absent, another person can easily step in. A fourth challenge is parents refusal to sign forms for services. We have found that many times, when we meet face to face with the families, it is much easier for them to see the genuine concern and team mentality to provide supports for their children. We will continue this practice.

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

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, ELL will be paired with others who can translate for them. During yoga, the structures will be in visual cues as well as language. Implement a full-time Truancy officer 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:

- **Challenge:** Of the 135 Latino students who took the survey, the largest negative deviation was emotional regulation (35%) compared with 20 White students (48%). Of the 23 Black students who took the survey, the largest negative deviation was supportive relationships (10%) with emotional regulation, the next largest negative deviation (19%) compared with overall results of 48% White students and 29% of Black students. Of the 11 multiracial students who took the survey, the largest negative deviation was supportive relationships (79%) compared to 82% of White students.
- **Support:** We will offer cool down cards and easy access to an adult for the white students who have the largest challenge with emotional regulation and any other high flyers who need it. We will offer an African American Leadership group to assist Black students and Multiracial students in feeling a greater sense of belonging, supportive relationships, and challenging feelings (modeled after the same programs at the middle and high school level).

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	\$5,232,498.71	Admin, licensed jobs, support staff jobs, supplies and other services	Student Success Goal Adult Learning Culture Goal Connectedness Goal
Title I	\$422,370.00	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	\$14,850.00	professional learning, Imagine Learning	Student Success Goal Adult Learning Culture Goal
At Risk	\$608,803.29	licensed jobs (learning strategist, class size reduction teachers), support staff jobs (CTTs), extra duty	Student Success Goal Adult Learning Culture Goal



		(licensed), extra duty (support staff), supplies and other services	Connectedness Goal
<i>Title I 1003(a)</i>	District Award \$6,373,983.44	District contract with the 95 Percent Group LLC, ThinkCERCA, and McGraw Hill to provide professional services to designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, training supplies, books, flexible seating.	Student Success, Adult Learning Culture