

School Performance Plan

School Name
SCOTT, JESSE D. ES

Address (City, State, Zip Code, Telephone):
5700 N. BRUCE STREET
NORTH LAS VEGAS, NV 89081, 7027991766

Superintendent/Region Superintendent: Jesus Jara / Dustin Mancl

For Implementation During The Following Years: 2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	CSI
Grade Level Served:	Elementary
Classification:	1 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Andrea West	Parent	Matt Myers	Parent
Crystal Standard	Parent	Brandi Floyd	Parent
Diane Mangum	Learning Strategist	Dana Roseman	Principal
Deborah Faltinosky	Assistant Principal	Kerry Figgers	Learning Strategist
Melanie Alvey	Support Staff	LeCyvi Goss	Teacher
Sonya Baker	Teacher	April Gates	Teacher

Melissa Foster	Teacher	Kaycee Pearce	Teacher
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COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)**DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Comparison of ELPA with other Assessments	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Achievement Gap Data	Achievement Gap Data
Fiscal Resources	Content/ESL Staffing and Professional Development	Individualized Education Programs (IEP)
Teacher/Administrator Observation Data	Teacher/Administrator Observation Data	Special Education Procedures - Whole School
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Overview:

Scott Elementary student population consists of Asian (2.4%), African American (31.3%), White/Caucasian (9.6%), Hispanic/Latino (45.3%), Multi-race (8.89%), FRL (100%), IEP (17.2%), and LEP (1.3%) with a total of 539 students.

Analysis of Data:

Proficiency data was shared with stakeholders and stakeholder input was obtained. Stakeholder input was then utilized in determining these action steps outline in SPP to be implemented in the 2020-2021 school year. Four-year NSPF Achievement trend data indicates a steady increase in Reading (2016/2017 - 27.5, 2017/2018 - 26.9, 2018/2019 - 32.8, 2019 - 2020 - no data available - COVID 19*), Math (2016/2017 - 19.4, 2017/2018 - 22, 2018/2019 - 23.3, 2019 - 2020 - no data available - COVID 19*), and Read by Grade 3 data (2016/2017 - 24.5, 2017/2018 - 17, 2018/2019 - 33.7, 2019 - 2020 - no data available - COVID 19*).

Positive Statements:

We set a school climate 10% reduction goal for our Aggressive Behavior referrals by December 2019 from 166 referrals for our actively enrolled students. As of 2/2020, we saw 180% reduction (48 aggressive behavior referrals as of 2/20/2020) in our actively enrolled students due to our MTSS strategies implementation and improved student-teacher relationships. Aggressive Behavior referrals were 10% of all total referrals.

Student discipline referrals decreased by 200 referrals (2016/2017 - 786, 2017/2018 - 844, 2018/2019 - 630, 2019/2020 - 285*) of actively enrolled students due to targeted teacher/student supports (interventions/Harmony Lessons/Social/Emotional Team/Mindfulness Room) and professional development (Start with the Heart - February 2020) provided throughout the year. Out-of-school suspensions decreased over the course of four years.(2016/2017 - 149, 2017/2018 - 81, 2018/2019 - 41, 2019/2020 - 25) due to including more Restorative Justice Practices throughout the year. Our Read by Grade 3 and ELL Strategists led our staff through intensive explorations in standards-based instructional professional development over the course of the year. Teachers expressed that they appreciated the deeper dive into what was expected of them instructionally.

Areas of Opportunity:

Chronic absenteeism hindered student engagement at 35% which was an increase from 27% (2020). Incentives were added to encourage daily attendance. Home visits and a systematic approach to making parents aware of their child's absences were implemented.

Tier 1 instruction as evidenced by formative trends (teacher end of unit assessments, Moby Max, Easy CBM, ST Math, Lexia, and Imagine Learning data, teacher attrition/vacancies (10), new hiring and immigration delays related to J1 Visa recipients, and the pandemic/distance education issues) showed an inconsistency in the implementation of consistent instruction as outlined by the Math and Literacy Frameworks.

Prioritized Needs:

ANET conducted a Needs Assessment during the 2019-2020 school year and determined the following prioritized needs:

Teacher efficacy

Experienced Teacher retention/longevity/on-site mentoring

Effective/consistent codification and monitoring of instructional expectations

Consistent standards based instruction and research based curriculum.

Plan development

Spend time building knowledge of the shifts and standards in the content area of math, what they look like in instruction and materials.

Develop a vision for equitable instruction that is informed by the shifts, particularly the value of complex grade level texts.

After meeting with stakeholders, Scott ES will be continuing to focus on the prioritized needs listed above during the 2021-2022 school year.

Evidence-Based Interventions (EBI):

Lexia (EBI Level 3 Lexia, Core 5 EBI Level 3 Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. *Journal of Research in Reading*, 29(2), 162-172. Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. *Computers in the Schools*, 32, 183-200. Macaruso, P., Wilkes, S., & Prescott, J. E. (2018). An investigation of blended learning to support reading instruction in elementary school. Concord, MA: Lexia Learning) to address goal 1 - increase ELA proficiency.

MobyMax Math (EBI Level 1 Koch, W., Pandey, S., & Selvakumar, V. (2018). MobyMax Math Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. <https://www.mobymax.com/research>) to address goal 2 - increase math proficiency.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

Increase proficiency and growth rates in Reading to meet or exceed the national Measure of Interim Progress (MIP) by 10% as measured by the 2022 SBAC for FRL students in Grades 3-5. Increase the percent of all students proficient in ELA from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in ELA from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from X% to Y% by 2022 as measured by state summative assessments.

Root Causes:

Transiency/recidivism, absenteeism, lack of previous grade level proficiency hindered performance, and the impact, lack of acumen and trauma of distance learning. Administrative monitoring and accountability checks became more consistent during the 2020-2021 school year, however, the focus will continue during the 2021-2022 school year. Teachers did not consistently implement effective or rigorous standards-based Tier 1 Reading instruction (including small group instruction) during distance education. Other factors included; transiency/recidivism, chronic absenteeism, lack of previous grade level proficiency hindered performance, lack of engagement during distance learning due to attendance requirements set forth by CCSD.

Measurable Objective 1:

Increase the percent of 3rd - 5th grade ELL students that are proficient in reading from x% (2021) to 60% by Spring 2022 as measured by MAP.

Measurable Objective 2:

By Spring 2022, grades Kindergarten through five will have a positive school conditional growth index as measured by ELA MAP Growth Assessment.

Measurable Objective 3:

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.2	

<p>1. Provide professional learning (inclusive of and outside of PL provided by the district) on using assessment data to drive standards-based reading instruction K - 5 and develop differentiated reading groups. Topics will include Read by Grade 3 and ELL professional development. 2. Develop Canvas Courses to meet the needs of staff instructional capacities and provide differentiated live and flipped lessons on targeted areas. PL will also be provided {mornings, preps (outside of Distance Learning), and extra duty} on AVID; small group differentiated instruction and monitoring; strategies to build reading fluency and comprehension; how to use the standards-based curriculum to support the Literacy Framework; and integrating technology into instruction (Achieve 3000, MyOn and MobyMax). 3. Conduct Instructional Rounds and collect data on findings. 4. Mentor probationary teachers.</p>	<p>(District funded) - AVID Professional Development, CCSD Mandated PL, MAP training, and MAP software licenses (on-hand) - Core, Flying Start to Literacy materials, Reading AtoZ, Complex Text Novel Units, Professional Learning Communities, and Moby Max software. (Strategic) - Collaboration time to develop differentiated reading groups and data analysis, and Teacher content experts, (Title 1) - Learning Strategists, MyOn software, Aide, Certified Temporary Tutors for small group interventions, Dues and fees for conferences and outside professional learning (ASF) - prep buyouts, 2 strategists (ELL) - Imagine Learning Licenses (21st Century) - tutoring and enrichment activities (RBG3)-Full-time strategist</p>	<p>PL agendas, Exit Tickets and Evaluations/Accountability Form DRA data analysis MyOn, Achieve 3000, Moby Max, Imagine Learning, and MAP reports Lesson Plans Instructional Rounds Data</p>	<p>Administrators Leadership Team representatives (Strategists and Content Experts) PLCs (weekly) Data analysis(monthly) Site Based Mentors</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>1.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators: 1.2, 2.2</p>	
<p>1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.</p>	<p>Trust / Team Building Reading assessment data Social Media (Facebook and Twitter) Social Workers ParentLink/Canvas Virtual Newsletters Solicit Donations items for parental incentives Materials and refreshments for parent activities (21st Century Community Learning Centers) Site Manager (Title 1) Extra Duty pay (SB178) PBIS Rewards Communication Tool Spread the Word Nevada Read Alouds (Weekly)</p>	<p>Parent Sign-In Sheets/evaluations Virtual Newsletters / Social Media posts/Media Coverage</p>	<p>Administrators Social Workers FACES Department Leadership Team Strategists ANET CTTs PLCs (weekly) Data analysis (monthly) Read by Grade 3 Department Daily Helplines (August - October . Monday - Friday all day) Nightly Helplines (August - October . Monday - Wednesdays 5-6) 21st Century Manager Weekly distribution via Parentlink of STWN Read Alouds</p>	<p>N/A</p>

Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>
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<p>1. Monitor and align assessment data to drive standards-based reading instruction K - 5. 2. Develop and monitor guided differentiated reading groups. 3. Use standards-based curriculum, the Literacy Framework, Walk to Read (small group instruction, and other strategies to build reading comprehension, fluency, and word/letter recognition. 4. Use proven, research-based strategies and technology during Tier 1 instruction and with small groups (Achieve 3000, Moby Max). 5. Promote college and career readiness through the use of AVID strategies during daily instruction. 6. To reinforce positive behaviors in classes, train on Mindfulness and Sanford Harmony. Provide Social/Emotional push-in lessons. 7. Shift the school culture so that teachers hold each other accountable through Instructional Rounds and conduct classroom walkthroughs with targeted foci. 8. Provide enrichment and tutoring opportunities for identified students 9. Provide culturally responsive teaching professional development for all staff in order to improve classroom pedagogy.</p>	<p>(Strategic) - Collaboration time to develop differentiated reading groups and data analysis, and Teacher content experts, (Title 1) - Learning Strategists, MyOn software, Aide, Certified Temporary Tutors for small group interventions, Dues and fees for conferences and outside professional learning (ASF) - prep buyouts, 2 strategists (ELL) - Imagine Learning Licenses (21st Century) - tutoring and enrichment activities (RBG3)-Full-time strategist (Site funded)- AVID Summer Institute -</p>	<p>PLC summary sheets/transcripts (TACTIQ) Professional Development Calendar Transcripts from AVID Summer Institute Classroom observation data Supervisory Conference/Coaching logs Binder Review Sheets (AVID) * no certification this year RTI data sheets Lesson Plans tutoring/enrichment data</p>	<p>Behavior Mentor/Counselor/Social Workers Data Strategist (monthly) Student Success Advocate (21st Century) Administration and Leadership Team AVID Summer Institute</p>	<p>N/A</p>
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Comments:
COVID 19 impacted delivery of some identified services. Virtual replacements are in formation.

<p>1.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>		
<p>Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. Reading: 1. Creation of Literacy Labs. 2. Monitor assessment data to create and plan small groups data-driven targeted reading instruction K - 5. 3. Strategists provide daily small group targeted reading instruction. 4. Classroom teachers upload lessons to Canvas for students to review. 5. Weekly Family support conferences Math: 1. Creation Math Game Lab 2. Monitor assessment data to create and plan small group data-driven targeted math instruction K - 5. 3. CTT's provide daily targeted intervention. 4. Classroom teachers upload lessons to Canvas for students to review.</p>	<p>3 Strategists LLI Kits 2 Certified Temporary Tutors</p>	<p>EasyCBM data for math and literacy MAP data MAP skills Conference or Meeting Logs</p>	<p>Strategists- -pull data weekly - provide daily small groups -weekly support conferences Classroom Teachers- - record classroom lessons and upload them to Canvas for students to review missed instruction</p>	<p>N/A</p>

Comments:
Idea Notes: Students will be determined through Easy CBM data pulled monthly. (Rotation, monitoring gains, and one handling group computer-based.) Looking at time allocation for 10 and then 25 percentile kids. 3- Strategists will pull small groups for targeted instruction using the LLI kits, family support conferences. Recording lessons so intervention does not interrupt class instruction. Buy-Out for some group?

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

Increase proficiency and growth rates in Math to meet or exceed the national Measure of Interim Progress (MIP) by 10% as measured by 2022 SBAC for FRL students in Grades 3-5. Increase the percent of all students proficient in math from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in math from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from X% to Y% by 2022 as measured by state summative assessments. Goals have been adjusted to meet the long-term MIP for 2022.

Root Causes:

Transiency/recidivism, absenteeism, lack of previous grade level proficiency hindered performance, and the impact, lack of acumen and trauma of distance learning. Administrative monitoring and accountability checks became more consistent during the 2020-2021 school year, however, the focus will continue during the 2021-2022 school year. Teachers did not consistently implement effective or rigorous standards-based Tier 1 Reading instruction (including small group instruction) during distance education. Other factors included: transiency/recidivism, absenteeism, and lack of previous grade level proficiency hindered performance. Teachers did not consistently implement the Mathematical Framework (including small group instruction) to improve Tier 1 Math Instruction. Training on the 8 Mathematical Practices was provided late in the year.

Measurable Objective 1:

Increase the percentage of 3rd - 5th grade ELL students proficient in math from X% to Y% by 2022 as measured by MAP.

Measurable Objective 2:

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators: 1.2, 2.2	

<p>1. Provide professional learning on using assessment data and decomposing the standards to drive math instruction K - 5 and develop differentiated math groups. Topics will include how to have accountable talk with a colleague and how to use the math technology software effectively. 2. PL will also be provided {mornings, (outside of Distance Learning), and extra duty} on AVID, small group instruction, and strategies to build mathematical fluency and application concepts. 3. Develop and monitor guided differentiated math groups. 4. Use standards-based curriculum, Achieve the Core resources, the 8 Mathematical Practices, March to Math, and other strategies to build math application and fluency skills through the Mathematical Framework . 5. Promote the use of MobyMax as asynchronous learning and homework. 6. Conduct Instructional Rounds, collect, and share data on findings. 7. Emphasize that math vocabulary be taught during instructional day.</p>	<p>(District) Teacher content experts; AVID Summer Institute trainings; Enrichment and tutoring opportunities; MAP training (Strategic) Professional Learning Community time (Title 1) - Learning Strategists, CTT, Instructional Aide (ASF) 2 Learning Strategists, prep buy-outs</p>	<p>Alignment checkups/Monitoring Usage Reports PL agendas MAP data analysis and reports PLC summary sheets Lesson Plans tutoring/enrichment data analysis Title 1 Time Effort Sheets</p>	<p>Administrators Leadership Team Strategists CTT PLCs (weekly) Data analysis (monthly) Math Department</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>2.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.</p>	<p>Trust / Team Building Math assessment data Social Media (Facebook and Twitter) PBIS Rewards Communication Tool ParentLink/Canvas Virtual Newsletter Solicit Donations items for parental incentives Materials and refreshments for parent activities (21st Century Community Learning Centers) Site Manager</p>	<p>Parent Sign-In Sheets/evaluations Virtual Newsletters / Social Media posts/Media Coverage</p>	<p>Administrators Social Workers FACES Department Leadership Team Strategists CTT PLCs (weekly) Data analysis (monthly) Daily Helplines (August - October . Monday - Friday all day) Nightly Helplines (August - October . Monday - Wednesdays 5-6) 21st Century Manager</p>	<p>N/A</p>

Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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<p>1. Monitor and align assessment data to drive standards-based math instruction K - 5 during PLCs and sub days. 2. Develop and monitor the progress of guided differentiated math groups and Tier 1 instruction to ensure the consistency of implementation. 3. Use standards-based curriculum, the Mathematical Framework, March to Math, and other strategies to build math application and fluency skills through the 8 Mathematical Practices. 4. Use proven, research-based technology during Tier 1 instruction and with small groups. MAP Accelerator (Intervention/Tier 1 Grades 3 - 5 all students) CCSD approved math curriculum (homework and students above the 60th% in MAP) and MobyMax (Small Group). 5. Promote college and career readiness through the use of AVID strategies during daily instruction. 6. Shift the school culture so that teachers hold each other accountable and build capacity through Instructional Rounds and conduct classroom walkthroughs with targeted foci. 7. Provide enrichment and tutoring opportunities for identified students. 8. Provide enrichment and reflective opportunities for staff through mentoring and coaching.</p>	<p>(Title 1) - Strategists, CTT (Strategic Budget) - administrative support site based (ASF) - 2 Strategists (21st Century funding) - enrichment and tutoring opportunities and Student Success Advocate (District) Sanford Harmony PD, MAP for Grades K-5, and AVID training (Site Based) MobyMax License renewal and Administrative support</p>	<p>PLC summary sheets Supervisory Conference/Coaching logs Transcripts from AVID Summer Institute Classroom observation data AVID Binder Review Sheets RTI data sheets Collaboration sheets Lesson Plans Program data tutoring/enrichment data Instructional Rounds Data</p>	<p>Behavior Mentor/Counselor Data Strategist (monthly) Administration and Leadership Team AVID District Leaders</p>	<p>N/A</p>
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Comments:

2.4 Other (Optional)	Continuation From Last Year:	NCCAT-S Indicators:	
<p>Students eligible to participate in the intervention will be determined using MAP data as well as additional current math data. Math: 1. Creation Math Game Lab 2. Monitor assessment data to create and plan small group data-driven targeted math instruction K - 5. 3. Strategist and CTTs provide daily targeted intervention. 4. Classroom teachers upload lessons to Canvas for students to review. 5. Monthly assessment to determine progress. Groups shifted as needed. 6. Monthly family conferences.</p>	<p>ASF Funding for Strategists and CTTs PLC Time Intervention Kits from new district funded math program Math Games Training on new math program. CTT- -pull math data monthly -daily instruction Strategists- -pull data weekly -provide daily small groups -weekly support conferences Classroom Teachers- - record classroom lessons and upload them to Canvas for students to review missed instruction</p>	<p>Lesson plans, observations, progress monitoring tool, RTI data</p>	<p>Admin Learning Strategists (August - May) N/A</p>

Comments:

CTT's will provide math small group targeted intervention using math games and the new district math program kit.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
ELL		Imagine Learning Licenses	Goals 1 and 2
Academic Support Funding 2021 - 2022	\$198940	2 Strategists, supplies, Prep Buyouts, & Support Staff Extra Duty pay	Goals 1 and 2
Strategic Budget 2021 - 2022	\$2612535	Staffing, operational costs, and instructional materials	Goals 1 and 2
Title 1 2021 - 2022	\$195880	1 Strategist/1 CSR teacher, 2 Certified Temporary Tutors (CTT) for small group instruction, Software License (MyOn,), technology and hardware supplies, dues and fees for 3-4 conferences/memberships, and an extended hour for Front Office Aide to support families.	Goals 1 and 2
21st Century Community Learning Centers	\$51785	Site Manager and provided 12 hours per week of after school programming. Includes Social and Emotional Learning for students.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Teachers are required to be highly-qualified in order to work at Jesse Scott. We work with the ARL and Teach for Nevada programs to help recruit highly effective teachers. Early hiring efforts seek out the best candidates. We offer quality professional development & support with extra duty pay for after-school tutoring Teachers are provided with current research & technology as it becomes available. Coaching is provided in every aspect of the curriculum to help support all teachers. We try to promote from within and build up future teachers and district leaders.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Families will have a renewed opportunity to learn about academic information through virtual information meetings with school staff (often in conjunction with the FACES department) where we share our current status and ways that they can help boost achievement at home. Student data will be shared regularly to keep parents informed of their child's progress. Virtual newsletters will be sent (via Social Media, email, Canvas, and Parentlink) bi-monthly to highlight school-related activities within the school. The virtual newsletters are available in an array of languages. Communication (oral and written) is translated into English & Spanish. Parents have the opportunity to access student grades on the IC Parent Portal.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Our counselor conducts transition activities for 5th grade. We conduct assemblies in conjunction with our Middle School aligned campuses. Our Early Childhood teacher conducts IEPs & conferences supported by general education staff & regular resource room teachers. Information on the website informs parents of expectations for Kindergarten as well as other grade levels. Pre-school is slated to be offered in 2021.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Grade level teams determine the assessments which drive our school-wide discussions and planning. Grade Level PLC meetings utilize formative & summative common assessments to plan & drive instruction and determine standards for reteaching. Teachers use Achieve 3000, Imagine Learning, MAP Accelerator, Myon & Moby Max software to provide flexible differentiated instruction. Progress monitoring results provide data to make determinations for interventions.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

All funding sources have been integrated with the strategic budget in support of school improvement efforts, which include 1 Strategist, 1 Class Size Reduction teacher, 2 Certified Temporary Tutors (CTT) for small group instruction, Software License (MyOn), dues and fees for 3-4 conferences/memberships, and an extended hour for Front Office Aide to support families.

Plan for improving the school climate

Goal:

Since student behavior data was minimal due to distance education being provided until March 1 for most, school climate data will focus on increasing teacher capacity and well-being. Provided differentiated professional learning for all staff members in accordance with their identified needs and areas of improvement. Administrators will enhance the school climate by monitoring and promoting the well-being / social - emotional wellness and inclusivity of all staff through intentional communication during the distance learning phase and beyond.. By December 2021 - have zero openings (licensed or support); during the 2020 - 2021 school year, there were 8 licensed staff vacancies and 1 support staff openings due to separations or unfillable vacancies.

Action Plan: How will this plan improve the school climate?

Provide monthly monitoring of staff's social-emotional status and professional learning needs through surveys and Canvas Queries. Follow up strategies provided by Social Emotional Team to improve overall well being. PBIS Staff Rewards usage to reinforce positive well-being of staff. Wednesday virtual "We want to see your face and hear your concerns meeting" - weekly. Differentiated supports will be provided as needed through Canvas Professional Learning Courses where certificates will be provided. Review FocusED Staff Attendance Data and hold staff accountable for their delivery of instruction to students.

Monitoring Plan: How will you track the implementation of this plan?

Distribute monthly Google Form for staff temperature check and needs assessment (non-response = not okay) in the staff weekly newsletter. Provide professional learning based on individual staff member needs as outlined in the Needs Assessment/staff questionnaires/surveys. Develop pre- and post-test assignments. Review Staff PBIS Rewards data monthly.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

Staff professional learning surveys. Staff Retention rates Staff responses on monthly surveys. Staff smiles and sense of belonging Staff Attendance Data

APPENDIX A - Professional Development Plan

1.1

1. Provide professional learning (inclusive of and outside of PL provided by the district) on using assessment data to drive standards-based reading instruction K - 5 and develop differentiated reading groups. Topics will include Read by Grade 3 and ELL professional development. 2. Develop Canvas Courses to meet the needs of staff instructional capacities and provide differentiated live and flipped lessons on targeted areas. PL will also be provided {mornings, preps (outside of Distance Learning), and extra duty} on AVID; small group differentiated instruction and monitoring; strategies to build reading fluency and comprehension; how to use the standards-based curriculum to support the Literacy Framework; and integrating technology into instruction (Achieve 3000, MyOn and MobyMax). 3. Conduct Instructional Rounds and collect data on findings. 4. Mentor probationary teachers.

Goal 1 Additional PD Action Step (Optional)

2.1

1. Provide professional learning on using assessment data and decomposing the standards to drive math instruction K - 5 and develop differentiated math groups. Topics will include how to have accountable talk with a colleague and how to use the math technology software effectively. 2. PL will also be provided {mornings, (outside of Distance Learning), and extra duty} on AVID, small group instruction, and strategies to build mathematical fluency and application concepts. 3. Develop and monitor guided differentiated math groups. 4. Use standards-based curriculum, Achieve the Core resources, the 8 Mathematical Practices, March to Math, and other strategies to build math application and fluency skills through the Mathematical Framework . 5. Promote the use of MobyMax as asynchronous learning and homework. 6. Conduct Instructional Rounds, collect, and share data on findings. 7. Emphasize that math vocabulary be taught during instructional day.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

Increase proficiency and growth rates in Reading to meet or exceed the national Measure of Interim Progress (MIP) by 10% as measured by the 2022 SBAC for FRL students in Grades 3-5. Increase the percent of all students proficient in ELA from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in ELA from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in ELA from X% to Y% by 2022 as measured by state summative assessments.

Measurable Objective(s):

- Increase the percent of 3rd - 5th grade ELL students that are proficient in reading from x% (2021) to 60% by Spring 2022 as measured by MAP.
- By Spring 2022, grades Kindergarten through five will have a positive school conditional growth index as measured by ELA MAP Growth Assessment.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment: COVID 19 impacted delivery of some identified services. Virtual replacements are in formation.

1.4 Other: Idea Notes: Students will be determined through Easy CBM data pulled monthly. (Rotation, monitoring gains, and one handling group computer-based.) Looking at time allocation for 10 and then 25 percentile kids. 3- Strategists will pull small groups for targeted instruction using the LLI kits, family support conferences. Recording lessons so intervention does not interrupt class instruction. Buy-Out for some group?

	Mid-Year	End-of-Year
1.1	1. Provide professional learning (inclusive of and outside of PL provided by the district) on using assessment data to drive standards-based reading instruction K - 5 and develop differentiated reading groups. Topics will include Read by Grade 3 and ELL professional development. 2. Develop Canvas Courses to meet the needs of staff instructional capacities and provide differentiated live and flipped lessons on targeted areas. PL will also be provided {mornings, preps (outside of Distance Learning), and extra duty} on AVID; small group differentiated instruction and monitoring; strategies to build reading fluency and comprehension; how to use the standards-based curriculum to support the Literacy Framework; and integrating technology into instruction (Achieve 3000, MyOn and MobyMax). 3. Conduct Instructional Rounds and collect data on findings. 4. Mentor probationary teachers.	
Progress		
Barriers		

Next Steps		
1.2	1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.	
Progress		
Barriers		
Next Steps		
1.3	1. Monitor and align assessment data to drive standards-based reading instruction K - 5. 2. Develop and monitor guided differentiated reading groups. 3. Use standards-based curriculum, the Literacy Framework, Walk to Read (small group instruction, and other strategies to build reading comprehension, fluency, and word/letter recognition. 4. Use proven, research-based strategies and technology during Tier 1 instruction and with small groups (Achieve 3000, Moby Max). 5. Promote college and career readiness through the use of AVID strategies during daily instruction. 6. To reinforce positive behaviors in classes, train on Mindfulness and Sanford Harmony. Provide Social/Emotional push-in lessons. 7. Shift the school culture so that teachers hold each other accountable through Instructional Rounds and conduct classroom walkthroughs with targeted foci. 8. Provide enrichment and tutoring opportunities for identified students 9. Provide culturally responsive teaching professional development for all staff in order to improve classroom pedagogy.	
Progress		
Barriers		
Next Steps		
1.4	Students eligible to participate in the intervention will be determined using MAP data as well as current comprehension and writing proficiency data. Reading: 1. Creation of Literacy Labs. 2. Monitor assessment data to create and plan small groups data-driven targeted reading instruction K - 5. 3. Strategists provide daily small group targeted reading instruction. 4. Classroom teachers upload lessons to Canvas for students to review. 5. Weekly Family support conferences Math: 1. Creation Math Game Lab 2. Monitor assessment data to create and plan small group data-driven targeted math instruction K - 5. 3. CTT's provide daily targeted intervention. 4. Classroom teachers upload lessons to Canvas for students to review.	
Progress		

Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

Increase proficiency and growth rates in Math to meet or exceed the national Measure of Interim Progress (MIP) by 10% as measured by 2022 SBAC for FRL students in Grades 3-5. Increase the percent of all students proficient in math from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of English Language Learners (ELL) proficient in math from X% to Y% by 2022 as measured by state summative assessments. Increase the percent of Free and Reduced Lunch (FRL) students proficient in math from X% to Y% by 2022 as measured by state summative assessments. Goals have been adjusted to meet the long-term MIP for 2022.

Measurable Objective(s):

- Increase the percentage of 3rd - 5th grade ELL students proficient in math from X% to Y% by 2022 as measured by MAP.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other: CTT's will provide math small group targeted intervention using math games and the new district math program kit.

	Mid-Year	End-of-Year
2.1	1. Provide professional learning on using assessment data and decomposing the standards to drive math instruction K - 5 and develop differentiated math groups. Topics will include how to have accountable talk with a colleague and how to use the math technology software effectively. 2. PL will also be provided {mornings, (outside of Distance Learning), and extra duty} on AVID, small group instruction, and strategies to build mathematical fluency and application concepts. 3. Develop and monitor guided differentiated math groups. 4. Use standards-based curriculum, Achieve the Core resources, the 8 Mathematical Practices, March to Math, and other strategies to build math application and fluency skills through the Mathematical Framework . 5. Promote the use of MobyMax as asynchronous learning and homework. 6. Conduct Instructional Rounds, collect, and share data on findings. 7. Emphasize that math vocabulary be taught during instructional day.	
Progress		
Barriers		
Next Steps		

2.2	1. Increase family knowledge about our school's current status and needs (achievement/chronic absenteeism) through virtual events and family classes via PBIS Rewards Communication Tool in Clever. 2. Provide family sessions that identify tools and tricks that they can use at home to help boost achievement. 3. Conduct home visits to support families with various issues. 4. Distribute resources for families. 5. Provide virtual helpline (during school hours and after school) to assist families and students with online distance learning.	
Progress		
Barriers		
Next Steps		
2.3	1. Monitor and align assessment data to drive standards-based math instruction K - 5 during PLCs and sub days. 2. Develop and monitor the progress of guided differentiated math groups and Tier 1 instruction to ensure the consistency of implementation. 3. Use standards-based curriculum, the Mathematical Framework, March to Math, and other strategies to build math application and fluency skills through the 8 Mathematical Practices. 4. Use proven, research-based technology during Tier 1 instruction and with small groups. MAP Accelerator (Intervention/Tier 1 Grades 3 - 5 all students) CCSD approved math curriculum (homework and students above the 60th% in MAP) and MobyMax (Small Group). 5. Promote college and career readiness through the use of AVID strategies during daily instruction. 6. Shift the school culture so that teachers hold each other accountable and build capacity through Instructional Rounds and conduct classroom walkthroughs with targeted foci. 7. Provide enrichment and tutoring opportunities for identified students. 8. Provide enrichment and reflective opportunities for staff through mentoring and coaching.	
Progress		
Barriers		
Next Steps		
2.4	Students eligible to participate in the intervention will be determined using MAP data as well as additional current math data. Math: 1. Creation Math Game Lab 2. Monitor assessment data to create and plan small group data-driven targeted math instruction K - 5. 3. Strategist and CTTs provide daily targeted intervention. 4. Classroom teachers upload lessons to Canvas for students to review. 5. Monthly assessment to determine progress. Groups shifted as needed. 6. Monthly family conferences.	
Progress		
Barriers		

Next Steps		
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APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		