Clark County School District

Jesse D. Scott ES

School Performance Plan: A Roadmap to Success

Jesse D. Scott ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Victoria Turner
School Website: https://www.jessedscottes.org/
Email: turnevd1@nv.ccsd.net
Phone: 702-799-1766
School Designations: ☑ **Title I** ☑ **CSI** ☐ **TSI** ☐ **TSI/ATSI**

Our SPP was last updated on 6/23/2023.

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/jesse_d._scott_es/2022/nspf/.*

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
VIctoria Turner	**Principal(s)** *(required)*
Deborah Faltinosky	**Other School Leader(s)/Administrator(s)** *(required)*
Mary Williams, Lily Petrelli	**Teacher(s)** *(required)*
Maribel Camacho	**Paraprofessional(s)** *(required)*
Kyta Santamaria	**Parent(s)** *(required)*

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
School Organizational Team Meeting	Monthly, 3rd Wednesdays at 3 8/17/22 9/21/22 10/19/22 11/16/22 1/18/23 2/15/23 3/22/23 4/19/23 5/17/21	Families trust the decision making at Scott.
Title I Family Engagement Policy Planning	April 19, May 17 August 17	Community needs
Districtwide Survey	February 2023	Community, school, and SEL needs

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	*SBAC 2021 - 2022* *Spring MAP Sr 2023* *Spring Freckle Pre-Tests 2023* *WIDA 2022-2023* *Nevada School Performance Framework (NSPF) 2021 - 2022*	*CCSD School Climate Data* *Panorama Survey Results* *District Wide Survey Results*	*Ready Gen Assessments* *Envisions Assessments* *Freckle Reports* *CORE 95 Phonics* *Amplify Science* *PLC logs*
	Areas of Strength: *Demonstrated a 5.5% NSPF Total Index Score increase.* *NSPF Growth Indicator score increased by 3 pts* *NSPF MATH MGP School Median increased from 38 to 50.5.* *NSPF Math AGP Target School Rate increased from 20.3 to 33.3.* *NSPF ELA AGP Target School Rate increased from 43.3 to 45.9.* *NSPF Closing Opportunity Gaps School Rate for Prior Non-Proficient Met AGP Target increased from 13.1 to 31.1 in Math and 36.6 to 44.2 in ELA.* *Panorama data Spring of 2023 (Challenging Feelings 46%, Emotion Regulation 42%, Positive Feelings 65%, Sense of Belonging 57%, Social Awareness 60%, Supportive Relationships 84%, Raising Our Hands 61%).* *MAP Math (Spring 2023) - Overall 40th Percentile (Kinder - 76%, 1st - 79%, 2nd - 45%, 3rd - 26%, 4th - 36%, 5th - 19%)* *MAP Math (Fall 2022 - Spring 2023) Met Projected Growth (Kinder - 83%, 1st - 82%, 2nd - 63%, 3rd -37%, 4th - 32%, 5th - 24%).* *MAP Reading (Spring 2023) - Overall 40th Percentile (Kinder - 70%, 1st - 67%, 2nd - 52%, 3rd - 22%, 4th - 42%, 5th - 32%)*		

	MAP Reading (Fall 2022 - Spring 2023) Met Projected Growth (Kinder - 76%, 1st - 62%, 2nd - 63%, 3rd - 13%, 4th - 38%, 5th - 26%). *MAP Science (Spring 2023) - Overall 40th Percentile (3rd - 26%, 4th - 46%, 5th - 36%)* *MAP Science (Fall 2022 - Spring 2023) Met Projected Growth (3rd - 30%, 4th - 39%, 5th - 26%).* *SBAC - 21.3% (34/160 students) achieved Reading proficiency and 16.5% (27/164 students) achieved Math proficiency during 2021 - 2022.*
	Areas of Strength: *Kinder and 1st exceeded targeted goals for foundational skills based on Spring 2023 MAP Reading data (12% over goal for 1st and 14% over the goal for kinder).* *Areas for Growth:* *WIDA - 5.9% (3/51 students) achieved proficiency on the Overall WIDA 2021 - 2022 assessment.* *Resources (human and instructional) need to include training for all staff including long-term subs (classroom management, new and existing curriculum, triangulating data, etc.).* *NSPF ELA MGP School Median decreased from 44.0 to 54.5* *2022 - 2023 - Only 8 students passed WIDA (Speaking and Listening continues to be our lowest performing indicator)* *MAP Math 46% Overall (Spring 2023)* *MAP ELA 46% Overall (Spring 2023)* *MAP Science 36% Overall (Spring 2023)* *Overall Proficiency - (Kinder - 71%, 1st - 70%, 2nd - 47%, 3rd - 25%, 4th - 42%, 5th - 29%)* *Student Absenteeism 39.9%* *Staff absenteeism rate at 25%.* *Data disaggregation and implementation during PLCs.*
Problem Statement	*There is a lack of consistent Tier 1 implementation of standards-based instructional materials with the appropriate rigor and a common instructional language due to missed opportunities (teacher unresponsiveness) and students' lack foundational skills.* ***AB 219***

	2021-2022 We had 79 Students enrolled in ELL at the end of the year 4 students exited WIDA, 10 students at a 4.0-4.4, 46 students at a 2.9 or below 2022-2023 We have 72 students enrolled in ELL at this time 10 Students at a 4.0-4.4,45 Students at a 2.9 or below
Critical Root Causes	*Lack of intentionality on behalf of the staff* *Instructional capacity was limited especially in foundational skills due to having a large probational workforce and long term subs* *Curricular expectations were implemented by staff at a lower level than what was modeled or set forth by administration second year with two new curricula, more curricular support is now available for training; strategists are able to support in classrooms* *AB 219 A:* *Discourse is inconsistently planned and structured for all students to produce extended productive discourse in content area discussions between peer/peer as it relates to understanding the content being taught.* *New programs implemented inconsistently in reading and math last year and a new foundational skills program added this year for kindergarten to second grade.*

Part B

Student Success	
School Goal: ● Increase the percent of students scoring above the 40th percentile in Reading from 47% (Fall 2023) to 57% (Winter 2023) to 67% (Spring 2024) by 2024 as measured by the MAP Growth Assessment. *AB 219 C:* *ELPA Goal: Increase the percentage of EL students meeting ELPA AGP from 25.0% in 2021-2022 school year to 40% by the 2022-2023 school year and to 50% by the 2023-2024 school year as measured by the WIDA Access for ELLs.* *ELA Goal: Increase the percentage of EL students meeting ELA CRT AGP from 50.0% in 2021-2022 school year to 60% by 2022-2023 school year*	**Aligned to Nevada's STIP Goal:** ● Goal 1: All children, birth through third grade, have access to quality early care and education. ● Goal 3: All students experience continued academic growth. ● Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life. ● Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

and to 70% by the 2023-2024 school year as measured by the SBAC Assessment.

Improvement Strategy: Provide targeted support for grade levels on how to use Ready Gen effectively which includes an intensive push to teach foundational skills in all grade levels, Explicit Phonics training, and a backwards model approach to common formative and summative assessments with integrated accountability measures. Use Freckle to pre-assess the intended standards, conduct monthly data discussions to provide targeted interventions, and reassess when necessary.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: ReadyGen EBI Level 3, MAP EBI Level 3, 95 Core Phonics, Level 1*

AB 219 B:
To increase the performance of English Language learners language proficiency and content achievement Scott ES will shift to student centered instruction by ensuring that students are provided multiple opportunities throughout the school day to engage in discourse in the different content areas.

- Coaching and feedback given to teachers on discourse use in the classroom after observations and lesson plan audits.
- PL given to teachers on discourse strategies and scaffolds in a discourse centered classroom.
- PL given to teachers on how to use discourse tools and materials, written discourse and use of technology, etc.
- PL on purposefully planning discourse in all content areas

Intended Outcomes: to demonstrate continued academic growth in Foundational Skills as measured by MAP (FocusEd) and site-based technology tools (Freckle, MAP Fluency Screener, STAR, Core Phonics, and 95 Core Phonics Assessments).

MAP - Kinder - 72% and 1st - 65% at average or above Foundational Skills achievement on the MAP assessment (Spring 2023).

Action Steps:
- *Calendar collaboration meeting times, instructional benchmarks, assessments, times for reteaching/reassessment, and grade level data discussions.*
- *Set expectations for how teams will function through the lens of The 8 Behaviors of Smarter Teams with all staff (Schwarz - Smarter Leaders Smarter Teams) and PLC+.*
- *Include Lesson Plan Accountability Checks into planning routines and monthly data chats.*
- *Fully understand Edulastic, STAR and MAP reporting platforms to be able to reasonably set parameters for growth.*
- *Use Exact Path for pre-tests and provide targeted small group support based on identified deficiencies via The Common Core Companion.*
- *95 Phonics provided in grades K - 5.*

- *Sight Word Emphasis in all grade levels.*
- *Peer Support with sight word practice (highs support the lows)*
- *Daily instruction of Foundational Skills via HMH, Explicit Phonics, 95 Core Phonics.*
- *Encourage children to read with EPIC, 1000 Book challenge and Library Reading Incentives program.*
- *Backwards Assessment Mapping of HMH, Amplify, and Envisions materials during PLCs.*
- *Conduct monthly data talks outside of the PLC timeframes for an intensive look and to hold teachers accountable for learning.*
- *Engage teams in reflective data exercises monthly so they can take improvement actions to benefit student learning and support professional growth.*
- *Set small, attainable goals during the data meetings.*
- *Make professional learning accessible for all at differentiated levels through a combination of in-person professional learning and Canvas content (New Teacher Academy, Foundational Skills, Explicit Phonics, Multisyllabic words, ELL strategies, etc.)*
- *Help teachers understand their levels of accountability when grading and reviewing their individual data.*
- *Assign 3 Certified Temporary Tutors (CTT) to support small group instruction.*
- *Unwrap the standards in each unit.*
- *Help teachers understand how to teach the standards and when to reteach/reassess those who didn't reach the goals*
- *Conduct monthly data talks outside of the PLC timeframes for an intensive look and to hold teachers accountable for learning*
- *Monthly curriculum implementation checks with guided discourse on responsive lesson planning*
- *Foundational Skills professional learning provided by RBG3 Literacy Specialist based on CORE Reading Academy*
- *New Teachers will engage in a districtwide book study on "Teach Like a Champion."*

AB 219 D:
Teachers will receive professional learning on unwrapping ELA and Math standards and highly effective instructional practices.
- *Teachers will work in PLC's using ReadyGen strategies and scaffolds handbook and Envisions EL supports as resources to determine strategies and scaffolds that will be needed for EL students to access the content with success and fade away supports' as academic language proficiency is increased.*
- *Teachers in Kindergarten to grade 2 will receive ongoing coaching and training as needed for 95 Percent Core Phonics Program implementation and instruction.*
- *Teachers will utilize sentence frames to engage EL students with academic and domain specific vocabulary across all content areas.*
- *Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks.*

AB 219 D:
Plans to provide professional development to address the needs of English Learners:
- *PL to build capacity on student-centered instruction with discourse structures to increase academic discourse among ELL and all students*
- *attending the ULD and QTEL sessions (Administration, Strategists, and Teachers).*

- *PLC to purposefully plan high expectations with language support in all grade level content area lessons for ELL and all students.*
- *Provide peer coaching and feedback on instructional strategies (Administration, Strategists, and Teachers)*
- *PL on how to use MAP data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC (Administration, Strategists, and Teachers)*
- *Evidence of Practice:*
- *Classroom observations*
- *Instructional rounds/walks*
- *WIDA and MAP assessment data to determine goals to address identified needs to differentiate professional learning and/or instruction.*
- *Individual(s) Responsible: Administration and Strategists*
- *Timeline: Spring 2023 to Spring 2024*

Resources Needed: *Foundational Instructional*
- Extra Duty Pay
- Staff Development Days
- Differentiated PL
- PLC meetings to create, align, and review student work.
- Time on calendar for reteaching/reassessing
- Additional Student materials (workbooks, textbooks)

Challenges to Tackle:
- *Increase staff support and knowledge of curriculum; administration and strategist will provide PL on curriculum during pop up clinics*
- *Increase conceptual knowledge of math concepts; administration and strategist will model lessons.*
- *Increase structured evidence based writing across subjects (RACE Strategy); admin will model and provide PL during staff meeting PD days.*
- *Staff and student absenteeism which pulls others away from supporting the outlined work; administration will hire classroom reduction teachers to support when teachers are absent and MTSS will engage with families in regard to attendance.*
- *CTTs pulled to cover classes long term; administration will work towards being fully staffed*
- *Classroom behaviors that distract others from learning, administration and MTSS team will provide PL on restorative practices during Pop Up Clinics and Staff Meeting PL.*

Improvement Strategy: Increase students basic math fact fluency skills.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: MobyMax EBI Level 1, Freckle EBI Level 3*

Intended Outcomes:
Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence as measured by Envisions from 37% (Topic 1 Schoolwide) to 70%.

Action Steps:
- *Xtramath Practice daily for 10 minutes*
- *Assign adaptive assessment in ExactPath*
- *Edulastic - use at least three times per week in class*
- *Send home practice fact cards as homework*
- *Remind families to practice math facts at home*
- *Have students write to practice math facts in their agenda*
- *Train students on how to self-monitor their own data*
- *Display math facts and other academic information on the screen during lunch and during the morning video announcements*

Resources Needed:
- *Xtramath Fluency Practice time*
- *Fact Cards per grade levels ($$)*
- *Math Games*
- *Data trackers*

Challenges to Tackle:
- *Train students on how to self-monitor their data; Students will track data using data folders.*
- *Student attendance patterns; administration and MTSS team will collaborate to identify students at risk for truancy.*
- *Students may lose or not use the cards; Teachers will provide opportunities throughout the day for students to use their fact cards.*

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

AB 219 English Learners: Use ExactPath and identify classroom strategies to support. Weighted funds employ educational personnel who provide services for at-risk students. Improve Walk to Learn. Hands-on opportunities for practice and discourse.
Foster/Homeless: Wraparound supports / After School Tutoring and Enrichment / Weekend Backpack Meals. Weighted funds employ educational personnel who provide services for at-risk students. Organize Walk to Learn to include consistent staff, instructional practice to ensure flexible grouping that reflects mastery.
Free and Reduced Lunch: Wraparound supports / After School Tutoring and Enrichment / Afterschool Nutrition Program. Weighted funds employ educational personnel who provide services for at-risk students. Organize Walk to Learn to include consistent staff, instructional

practice to ensure flexible grouping that reflects mastery.

Migrant: N/A

Racial/Ethnic Minorities: Wraparound supports / After School Tutoring and Enrichment / Afterschool Nutrition Program. Weighted funds employ educational personnel who provide services for at-risk students. Organize Walk to Learn to include consistent staff, instructional practice to ensure flexible grouping that reflects mastery.

Students with IEPs: Weekly PLC with Special Education Team and additional supports for self-contained teachers by utilizing SEIF and strategists. Master schedule was modified to ensure students received more Tier I instruction in the general education classroom setting. Funded full-time SEIF to support all Special Education Teams. Multiple opportunities for exposure to content.

Use of SAVVAS Interventions kits, Rigby books from HMH, and 95 Percent Library

 Organize Walk to Learn to include consistent staff, instructional practice to ensure flexible grouping that reflects mastery.

Inquiry Area 2 - Adult Learning Culture
Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*MAP* *Grade Distributions* *SBAC Scores* *HMH* *Envisions* *Amplify* *AVID Site Goals* *ExactPath* *Edulastic* *STAR* *95 Phonics*	*Supervisory pre and post conference notes captured in CCSD Apps* *Bi-weekly differentiated Professional Learning* *Strategists observation notes* *Fidelity with AVID non-negotiables*	*Instructional Calendar with assessment* *Reteaching schedules* *Canvas Grades* *New Teacher Induction Courses / Onboarding* *Mentor logs* *HCM Daily Teacher Attendance Logs* *Weekly Staff Meetings and PLCs* *Lesson Plan Checks* *Regular Data Analysis* *Guided Staff Discourse*
	Areas of Strength: *Utilize student achievement data to inform instructional decisions during weekly grade level PLCs.*		

	Data disaggregation at a higher level to be able to pin-point areas of deficiencies due to better understanding of our data *Leadership team is able to support with more frequently this year*
	Areas for Growth: *Professionalism* *Levels of Accountability* *Instructional planning* *Data analysis* *Responsiveness and use of best practices to meet student needs.* *Attendance* *Inform and include all stakeholders in school decisions to support student achievement*
Problem Statement	Levels of professionalism and trust have declined which have a negative impact on all staff (uncertain about curriculum, ineffective lesson plans, not being prepared for meetings/PLCs/delegations of support) which affect student achievement.
Critical Root Causes	*Decreased teacher efficacy.* *Transient and newer staff and open staff positions.* *Classroom ratios are increased beyond ratios due to being understaffed.* *Lack of instructional rigor.* *Lack of a clear understanding of how to effectively support a deficiency in foundational skills K - 5.* *Effective data disaggregation, but ineffective analyzing of student work through exemplars and teacher problem-solving.* *New curriculum implementation - implementation guideposts developed so that teachers can embrace the scope and sequence expected of instruction effectively.* *Increased teacher absences and long-term substitutes also impacted instructional implementation.* *Levels of inter relational accountability are decreased amongst staff because many people are new to Scott or unprofessional.* *Lack of use of effective teaching strategies (ex. proximity)* *Lack of preparation for meetings (ex. RTI, PLCs..)*

Part B

Adult Learning Culture	
School Goals: Decrease the number of at-risk students scoring below the 40th percentile on the Reading MAP Growth Fall Benchmark by 10% on the Reading MAP Winter Beachmark and 15% on the Reading MAP Spring	**STIP Connection:** Goal 2: All students have access to effective educators. Goal 6: All students and adults learn and work together in safe

Benchmark through the use of 95 Percent Phonics, HMH, Edulastic, Exact Path and focused instructional rounds and checklists. Decrease Fall(Determined at end of quarter 1)teacher absenteeism rates___ to 15 % or less by providing various teacher incentives, providing classroom support and increasing staffing by Spring 2024. Increase the percent of students scoring above the 40th percentile in Reading from 47% (Fall 2023) to 57% (Winter 2023) to 67% (Spring 2024) by 2024 as measured by the MAP Growth Assessment.	environments where identities and relationships are valued and celebrated.

Improvement Strategy: Staff will participate in team building oppourtunities during staff meetings and data-driven discussions during PLCs. Teachers will utilize the coaching staff to help support their instructional areas in need of growth as they ensure high engagement and highly rigorous opportunities for learning and promoting excellence. Staff will utilize the continuous improvement cycle to guide PLC+ structure to guide discussions based on data.

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

Intended Outcomes: Have staff feel more connected and safe with each other, and within their craft in order to create a positive atmosphere where mistakes are a process of learning for both teachers and students but a growth mindset is expected. Teachers will use data to determine student needs for support to be successful within the curriculum.

Action Steps:
- *Calendar collaboration meeting times, instructional benchmarks, assessments, times for reteaching/reassessment, and data discussions.*
- *Build stronger peer relationships by acknowledging strengths and providing opportunities for micro-teaching and modeling*
- *Set expectations for how teams will function through the lens of The 8 Behaviors of Smarter Teams with all staff (Schwarz - Smarter Leaders Smarter Teams).*
- *Show appreciation for those who come to work.*
- *Autonomous team building opportunities within teams led by team leaders and staff members.*
- *Engage teams in reflective exercises quarterly so they can take improvement actions to benefit student learning and support professional growth (Backwards assessments, 95 Percent Phonics, Explicit Phonics) .*
- *Providing ongoing administrative and leadership support to the teams that seem to struggle.*
- *Professional Development on 95% Phonics, HMH, Amplify, and Envisions instruction using targeted supports*
- *Make professional learning accessible for all at differentiated levels through professional learning opportunities through Canvas, ELMS,*

and in-person platforms.
- *Help teachers understand their levels of accountability when grading and reviewing their individual data*
- *Unwrap the standards in each unit.*
- *Use pretests to pinpoint needed instructional areas and plan accordingly (3 weeks in advance).*
- *Use AVID strategies and WICORize lessons to support all learners.*
- *Help teachers understand how to teach the standards and when to reteach/reassess those who didn't reach the goals.*
- *Monthly curriculum implementation checks with guided discourse on responsive lesson planning.*
- *Send 9 staffers to AVID professional training*
- *Provide Licensed staff and long-term subs with ESSER $1000 longevity incentives and allocate Strategic Budget funds for Support Staff too*
- *Provide curriculum support and training through professional development and learning strategist support in the classroom.*

AB 219 E:
- *PL to build capacity on student-centered instruction with discourse structures to increase academic discourse among ELL and all students attending the ULD and QTEL sessions (Administration, Strategists, and Teachers).*
- *PLC to purposefully plan high expectations with language support in all grade level content area lessons for ELL and all students.*
- *Provide peer coaching and feedback on instructional strategies (Administration, Strategists, and Teachers)*
- *PL on how to use MAP data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC (Administration, Strategists, and Teachers)*
- *Classroom observations*
- *Instructional rounds/walks*
- *WIDA and MAP assessment data to determine goals to address identified needs to differentiate professional learning and/or instruction.*

Resources Needed:
- *A fully-staffed school*
- *Trust*
- *Help*
- *Instructional Focus /Targets as outlined in the Nevada Academic Content Standards*
- *Definition of rigor*
- *Admin and Strategists to support the teams/teachers*
- *Shared master calendar*
- *Time to unwrap the standards and understand the new curriculum*
- *Effective Lesson Plan planning*
- *Team building activities*

- *Grading Reform understanding*
- *Teachers previewing the instruction and assessments prior to implementing the instruction*
- *Pop-Up Clinics for strategies and procedural and conceptual support based on teacher needs.*
- *Exemplars and rubrics to guide student self-efficacy*
- *Time for vertical alignment of standards/instruction*
- *Professional Learning opportunities to broaden our understanding of effective Tier 1 instructional strategies, curriculum, and SEL.*
- *The understanding that student outcomes don't change until adult behaviors change.*
- *Reservations for AVID training*

Challenges to Tackle:
- Admin and strategists are not able to support instruction because they are covering classrooms for those who are absent, on FMLA, or in vacant positions; PLCs will support teachers to stay on the same pace with one another and will be able to support their teams when their teammates are absent.
- Lack of long-term subs to cover classes; administration is working to ensure school is fully staffed.
- We have several new programs for teachers to learn how to use; administration and strategists will provide PL and model curriculum expectations.
- Lack of practice utilizing and discussing data effectively during PLC and during instructional planning; Administration and strategist will provide PL and support during PLCs, staff meetings, and pop-up clinics.
- Lack of intentionality in planning and instruction; administration and strategist will support the staff to utilize the teaching and learning cycle to plan for instruction using the district PLC documents to plan for instruction and PL.

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

AB 219 English Learners: Sentence Frames Strips training for newcomers to Scott, and speaking engagement training, rubric, and monitoring. ELL Success Criteria professional learning. Exposure to fresh fruits and vegetables to broaden vocabulary. AVID. Weighted funds employ educational personnel who provide services for at-risk and EL students.
Foster/Homeless: Professional Development on targeted topics. AVID. Weighted funds employ educational personnel who provide services for at-risk students.
Free and Reduced Lunch: Professional Development on targeted topics. AVID. Weighted funds employ educational personnel who provide services for at-risk students.
Migrant: N/A
Racial/Ethnic Minorities: ELL Success Criteria professional learning. AVID. Weighted funds employ educational personnel who provide services for at-risk students.
Students with IEPs: Weekly PLC with Special Education Team and additional support for self-contained teachers. Multiple opportunities for exposure to content. Use of Fontas and Pinnel's LLI kits. Sentence Frames Strips training for newcomers to Scott. Understanding of the available accommodations/modifications.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*CCSD Climate Survey* *Student Input* *Concern Forms* *Behavior / Award Logs* *SISP Tab* *PBIS Rewards Check In & Outs Report* *Panorama Surveys*	*Counselor / Social Worker* *Supervisory Conference Logs* *HCM Attendance Patterns*	*SOT Meeting Notes* *Family Engagement Night Surveys* *Facebook* *Twitter* *Website Emails*
	Areas of Strength: Students reported that Supportive Relationships were at 84%. School Staff treat students with respect, regardless of differences like, race, ethnicity, gender, or disability 89%.		
	Areas for Growth: Student emotion regulation and coping skills		
Problem Statement	*Panorama Survey data indicates that Emotional Regulation Skills among students data was at 42%.*		
Critical Root Causes	*Staff and student attendance patterns have an impact on their connectivity to our campus; Staff will reach out to students when absent.* *Trauma caused by past and present domestic issues outside of the school setting; provide teachers PL on the Trauma Brain and Trauma Informed Practices.* *Lack of social skills; school counselor will create a needs assessment and develop a schedule of classroom lessons to support students' social skills.* *Being new to our campus (staff, students, and families); create a student ambassador program.* *Transient and incoming students to our campus have not yet learned how to be socially connected at our school; create a student ambassador program to support new students.* *Student Aggressive Behavior of those new to our campus has caused an increase in bullying reports and behavior referrals; administration and students revised the behavior expectations for the school and those expectations will be taught in every classroom/area of the school.*		

Part B

Connectedness
School Goal: Increase the percent of students who regulate their emotions well from 42% to 56% by Winter 2023, as measured by the Panorama Education Survey.	**STIP Connection:** ● Goal 3: All students experience continued academic growth. ● Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life. ● Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

Improvement Strategy: Teachers and staff use trauma informed teaching practices and other resources to build positive and supportive relationships with students in the classroom. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Counselor EBI Level 1, PBIS EBI Level 1*

Intended Outcomes: Students continue increasing positive and supportive peer and adult relationships on and off campus. Panorama survey indicates an increase in students Sense of Belonging from 84%.

Action Steps:
- *Empower teachers to build relational rapport with the students in their class and other classes.*
- *Form support groups and garner parent permission to participate.*
- Teachers will model positive relationships with students and have them practice those skills so that they can effectively build positive relationships with peers and adults.
- ReThink Ed ‑ teachers will utilize community building within the classroom and social skills activities.
- Teachers will receive and utilize trauma informed teaching practices and other resources given such as the calm corner with fidelity in their classrooms
- Review school-wide expectations and the behavior matrix.
- Provide in class Social Emotional lessons by Counselor and Social Worker (ReThinkEd or Kelso's Choices)
- Install Calm Corners in every classroom
- *Conduct frequent checks in high frequency areas*
- *Provide small group counseling/therapy sessions for identified students weekly beginning in September 2023.*
- *Teachers will create behavior interventions with support from the MTSS team.*
- *Review Panorama Survey data immediately after administration in Fall, Winter, and Spring.*
- *Provide engaging family events at a time when families are able to join us (late evening).*
- *Principal will send out biweekly newsletter to families*

Resources Needed:
- *Parent Permission for Support Groups*
- *Trauma informed instruction training*
- *Heavy bag for aggressiveness deflection or obstacle maze for self regulation*

- *Staff members to host family nights*
- *Family Engagement snacks and materials*
- *Concern Forms*
- *Training on Rethink and Kelso Training*
- *PRofessional Learning on Restorative Practice*
- *School Counselor / School Social Worker*
- *After school clubs and tutoring program*
- *Panorama data*
- *Calm Corners and manipulatives in every classroom*

Challenges to Tackle:
- Staff being called to support in other areas due to staff absenteeism and vacancies; team and community building activities will be used to support staff members feeling of belonging.
- Spring 2023 Panorama Emotional Regulation Skills among students data was at 42% / Winter 2023 was 38%; MTSS team will provide classroom lessons for students on self-regulation skills and strategies.
- SpringSpring 2023 Panorama Raise Your Hand (students needing extra support) data was at 61% / Winter 2023 was at 57%; Champs will be utilized school-wide.
- Lack of access to student support due to non-consensual parents; administration and MTSS team will continue to provide in school support and reach out to families in need.
- Lack of consistency with implementing resources by staff because many are new to Scott or grade levels are short staffed, lesson plans and activities will follow the pacing guides and will be placed on CANVAS so when teachers are out instruction can continue.
- Unforeseen Secondary Traumas in both students and adults, MTSS team will provide support for identified students, use IMPACT team.
- Timing of afternoon/night time events; administration will identify patterns within events that have high attendance.
- Staff/Student absenteeism; administration and MTSS team will work to create plans for students with high truancy rates.
- Space for equipment/Calm Corners; teachers will create calming corners in their rooms.

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

AB 219 English Learners: Increased engagement during class time. Weighted funds employ educational personnel who provide services for at-risk and EL students.

Foster/Homeless: Engage students to participate in afterschool programs. Foster / Homeless advocate. Weighted funds employ educational personnel who provide services for at-risk students.

Free and Reduced Lunch: Increase opportunities for all students to feel connected at school / PBIS Rewards / Afterschool clubs and tutoring programs/Centers programming. Weighted funds employ educational personnel who provide services for at-risk students.

Migrant: N/A

Racial/Ethnic Minorities: Ensure hiring practices continue to reflect our student populations.

Students with IEPs: Additional support and modeling, extra parent contact, and an all hands on deck approach to supporting our students.

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	$5,073,713.65	Staffing Prep Buyouts Professional Learning Opportunities Extra Duty Pay (Support Staff) Longevity Incentives (Licensed) 3 Certified Temporary Tutor (CTT) SEL materials Professional Association Dues Supplies and Materials	Inquiry Areas 1 - 3
Title 1	$316,350.00	3 Teachers 2 Instructional Aide 7 hr/9 mth Paper Technology Supplies	Inquiry Areas 1 - 3
Title III	$5,079.22	37 Imagine Learning Licenses for LEP Students Supplies Virtual QTEL Training for ELL Strategist	Inquiry Areas 1-3
ELL	$111,754.28	3 Teachers Supplies	Inquiry Areas 1 - 3
At-Risk	$137,599.43	3 Teachers Supplies	Inquiry Areas 1 - 3
ESSER III funds (2022-2024)	$35,306.06	1 Campus Security Monitor	Inquiry Areas 1 - 3