



Clark County School District

# Garehime ES

School Performance Plan: A Roadmap to Success

## *Addendum for CSI, TSI, TSI/ATSI Schools*

*This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Alan Alden for more information.*

Last updated: *11/28/2022*



# School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

## Inquiry Area 1 – Student Success

<b>School Goal</b>	
By Spring Benchmark (May, 2023), there will be a 10% increase in the number of students at or above the 61st percentile in grades kindergarten through fifth grade on the MAP Math Growth Assessment.	
<b>Improvement Strategies</b>	<b>Evidence Level (1, 2, 3, 4)</b>
Implement Eureka Math with fidelity in classroom instruction. Ensure students have ample opportunities to engage in high-quality tasks through the use of Eureka Math. Mathematical tasks will also support teachers in engaging students in content specifically aligned to the aspects of rigor that the Nevada Academic Standards of Mathematics demand. Students will also receive support through IXL, which is a supplemental online tool that offers alignment to our Nevada Academic Standards.	Eureka Math-Not yet ESSA rated, but meets expectations on edreports.org IXL-3
<b>Resource Equity Supports:</b> Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: There is a 13 percentage point gap between white and EL students (current and former) in math.</li> <li>● Support: All EL students will be invited to after-school tutoring with a licensed teacher where they will be provided with Tier 2 support. Use of manipulatives in order to provide another point of entry to complete assigned tasks. Use of sentence starters for written expression. Allow students to visually represent solutions to problems. Model and encourage think-alouds, allow collaboration time with other students.</li> </ul> <p><b>Foster/Homeless: N/A</b></p> <ul style="list-style-type: none"> <li>● Challenge:</li> <li>● Support:</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: There is a 22 percentage point gap between white and students (current and former) that are identified as economically disadvantaged.</li> <li>● Support: Title 1 funds were proportioned to enable the addition of two classroom teachers. With the additional staff, students are in a smaller class size where they can receive more personalized instruction to maximize academic needs.</li> </ul> <p><b>Migrant: N/A</b></p> <ul style="list-style-type: none"> <li>● Challenge:</li> <li>● Support:</li> </ul>	

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**Racial/Ethnic Groups:**

- Challenge: There is a 29 percentage point gap between white and black students (current and former) in math proficiency.
- Support: Minorities: Use of manipulatives in order to provide another point of entry to complete assigned tasks. Allow students to visually represent solutions to problems. Model and encourage think-alouds, allow collaboration time with other students. Model problem-solving strategies. Students will be provided high-quality tasks to ensure equity is evident within the classroom environment.

**Students with IEPs: .**

- Challenge: There is a 22 percentage point gap between white and Special Education Students (current and former) in math.
- Support: IEPs: Use of manipulatives in order to provide another point of entry to complete assigned tasks. Allow students to visually represent solutions to problems. Model and encourage think-alouds, allow collaboration time with other students. Model problem-solving strategies, access to resource teachers to receive instruction on instructional level per IEP requirements. Students are receiving supports as listed in their IEPs with both the classroom teacher and their special education teacher (if applicable).

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 2 – Adult Learning Culture

<b>School Goal</b>	
By May, 2023, 100% of our licensed staff will have training in PLC +. Teachers will also receive training on Equitable Instruction through the Leadership Team (admin and strategists).	
<b>Improvement Strategies</b>	<b>Evidence Level (1, 2, 3, 4)</b>
PLC+ PD, Equitable Instruction PD	1
<b>Resource Equity Supports:</b> Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: There is a 13 percentage point gap between white and EL students (current and former) in math.</li> <li>● Support: Teachers will be trained on how to implement Eureka Math and Equitable instruction. These trainings will help teachers plan purposeful lessons to ensure all learners receive access to high-quality tasks. Teachers will learn methods on giving students options on how to solve problems in their own unique ways. EL students will have opportunities to use sentence starters when justifying responses during math lessons. Teachers will also provide actionable feedback throughout lessons to ensure students are mastering content. Teachers will also provide several chances for students to have mathematical discourse with peers to help with speaking about specific content.</li> </ul> <p><b>Foster/Homeless: N/A</b></p> <ul style="list-style-type: none"> <li>● Challenge:</li> <li>● Support:</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: There is a 22 percentage point gap between white and students (current and former) that are identified as economically disadvantaged.</li> <li>● Support: Teachers will communicate high expectations for the success of all students. Teachers are committed to achieving equity for all students and believe they are capable of making a difference in student learning. Instruction focuses on students’ creation of meaning about content in an interactive learning environment. Teachers will plan scaffolds to help students learn mathematical processes.</li> </ul> <p><b>Migrant: N/A</b></p> <ul style="list-style-type: none"> <li>● Challenge:</li> <li>● Support:</li> </ul> <p><b>Racial/Ethnic Groups:</b></p>	

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- Challenge: There is a 29 percentage point gap between white and black students (current and former) in math proficiency.
- Support: Teachers will communicate high expectations for the success of all students. Teachers are committed to achieving equity for all students and believe they are capable of making a difference in student learning. Instruction focuses on students' creation of meaning about content in an interactive learning environment. Teachers will plan scaffolds to help students learn mathematical processes.

**Students with IEPs:**

- Challenge: There is a 22 percentage point gap between white and Special Education Students (current and former) in math.
- Support: Teachers will plan scaffolds to help students learn mathematical processes. Teachers may also provide additional opportunities to learn content based on formative observations. Students will also receive additional support through the use of a licensed resource teacher. Teachers will follow IEP goals to ensure students are learning at their instructional level.

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 3 – Connectedness

School Goal	
Increase the percent of students who feel a sense of belonging from 62% (fall) to 68% (winter) to 72% (spring) by 2023 as measured by the Panorama Education Survey.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
Students who lack a strong sense of belonging will be offered additional support through the counselor, Boys Town, and Care Solace. The School Ambassador program will be implemented to welcome new students to our school. Students are offered support through a mentorship program where they will be provided engagement, transition, and academic support with the help of a community member. Morning meetings are encouraged in classrooms to provide students a safe and caring environment to encourage them to open up and trust others.	Boys Town: 2 Counselor:1 Student Mentoring: 4
Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Teacher knowledge of SEL strategies and supports is limited.</li> <li>● Support: Teachers will integrate SEL practices into lesson plans focusing on modeling language appropriate situations that foster academic mindsets. Teachers will build a supportive classroom environment to help with students’ sense of belonging and community by conducting surveys periodically for students to provide feedback on classroom climate and instruction. Teachers will schedule goal setting meetings and check-ins to ensure students are academically and emotionally secure with content and school environment. Teachers will also plan lessons that have scaffolds in place, such as graphic organizers, visual aids, and language supports in order for English Learners to develop strong language skills.</li> </ul> <p><b>Foster/Homeless: N/A</b></p> <ul style="list-style-type: none"> <li>● Challenge:</li> <li>● Support:</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Teacher knowledge of SEL strategies and supports is limited.</li> <li>● Support: Teachers will build a supportive classroom environment to help with students’ sense of belonging and community by conducting surveys periodically for students to provide feedback on classroom climate and instruction. Teachers will schedule goal setting meetings and check-ins to ensure students are academically and emotionally secure with content and school environment.</li> </ul> <p><b>Migrant: N/A</b></p>	

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- Challenge:
- Support:

**Racial/Ethnic Groups:**

- Challenge: There is a 9 percentage point gap between white and black students (current and former) in sense-of-belonging.
- Support: Teachers will build a supportive classroom environment to help with students' sense of belonging and community by conducting surveys periodically for students to provide feedback on classroom climate and instruction. Teachers will schedule goal setting meetings and check-ins to ensure students are academically and emotionally secure with content and school environment. Teachers will model how to be reflective citizens when problems arise, and learn how to collaboratively discuss any issues within the school setting.

**Students with IEPs:**

- Challenge: Teacher knowledge of SEL strategies and supports is limited.
- Support: Teachers will build a supportive classroom environment to help with students' sense of belonging and community by conducting surveys periodically for students to provide feedback on classroom climate and instruction. Teachers will schedule goal setting meetings and check-ins to ensure students are academically and emotionally secure with content and school environment. Teachers will include all students in actively participating in the design and inclusiveness of a safe and supportive classroom.

*Add sections for additional student groups specific to your school as needed.*