Clark County School District

Edith Garehime Elementary

School Performance Plan: A Roadmap to Success

Garehime 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.*

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School Designations: ☑ Title I ☐ CSI ☐ TSI ☑ TSI/ATSI

Our SPP was last updated on November 27, 2022

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/edith_garehime_elementary_school/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
Ryan Lewis	**Principal(s)** *(required)*
Alan Alden	**Other School Leader(s)/Administrator(s)** *(required)*
Dana Mays, Christine Rios, Lisa Dixon, Shannon Heffernan, Starlyn Olson	**Teacher(s)** *(required)*
Meggan Linkins , Jennifer Vansickle	**Paraprofessional(s)** *(required)*
Christine Rios, Bradley Linkins, Michelle Zamora	**Parent(s)** *(required)*
N/A	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
N/A	**Specialized Instructional Support Personnel** *(if appropriate)*

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
SOT Meetings	Monthly	**2022-2023 SOT Meetings:** Monday, January 23, 2023 3:30 PM Agenda, Minutes Thursday, December 15, 2022 3:30 PM Agenda , Minutes Monday, November 21, 2022 3:30 PM Agenda ,Minutes Monday, October 31, 2022 3:30 PM Agenda , Minutes
Family Engagement Night	9/29/2022	School community hopes to learn more about MAP testing and how to help their children at home.
Getting to know the WIDA Assessment	1/31/23	Families were invited via email and DOJO to learn more about the WIDA Assessment that EL students will be taking in February. A presentation will be shared with families and they will have the ability to ask questions.
Family Engagement Night planned	Spring, 2023	

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	Fall MAP Math Growth Data. Numbers are based on the percentage of students that scored at or above the 61st percentile on the MAP Math Growth Assessment. Kindergarten: 38% 1st: 35% 2nd: 36% 3rd: 22% 4th: 25% 5th: 23% Overall: 31%	Panorama Survey 3rd-5th Grade Sense of Belonging: 62% of students feel a sense of belonging. This is a drop of 15% since the last survey. The Clark County School District-wide average is 67%	Students are given application problems and curriculum with Eureka Math. Data examples: Instructional Rounds, Student Work Samples, Structured Teacher Planning Time and PLC documentation
	Areas of Strength: 38% of kindergarten students scored at or above the 61st percentile on MAP Math in the fall (22).		
	Areas for Growth: 22% of 3rd grade students scored at or above the 61st percentile on MAP Math in the fall (22).		
Problem Statement	For the 2022 Fall benchmark, there is a steady decline in the number of students that are at or above the 61st percentile from kindergarten to fifth grade based on data from Map Math Growth Assessment. This is consistent with the four-year trend of MAP data. Students struggle applying mathematical concepts, especially in the upper elementary grades, when faced with unique problem solving scenarios.		

Critical Root Causes	**AB 219 (a): Root causes of the low levels of achievement among English learners:** As evidenced in the data, MAP Math, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge in Tier 1 designs, vocabulary, and academic discourse to provide ELs access to the content that builds English language development and content simultaneously. This root cause if also evidenced in the MAP data with non-ELs, as our students need consistent implementation of Eureka math across all grade levels and access to rigorous tasks.

Part B

Student Success	
School Goal: 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. **AB 219 (c): Attainable quantitative goals and timeline for English learners:** In addition, Garehime will increase the percentage of ELs proficient in Math from 14% (61st and above on Winter MAP Math) to 19% (students that are 61st and above on Spring MAP Math).	**Aligned to Nevada's STIP Goal:** 3. All students experience continued academic growth.

Improvement Strategy: Implement Eureka Math with <u>fidelity</u> in classroom instruction. Ensure students have <u>ample opportunities</u> to engage in <u>high-quality tasks</u> through the use of Eureka Math. Mathematical tasks will also support teachers in engaging students in content specifically aligned to the <u>aspects of rigor</u> 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. **AB 219 (b): Plans to address the EL root causes:** During Tier 1 Math, instruction will be planned with appropriate scaffolds for EL identified student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and timely feedback to help students make adjustments to their learning.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Eureka Math-Not yet ESSA rated, but meets expectations on edreports.org IXL-3

Intended Outcomes: Students using Eureka and IXL as a supplementary support will show growth in both progress monitoring and benchmark assessments.

Action Steps:
- Professional Learning Communities
- Assign and complete IXL Diagnostic Assessment for all students
- Assign and complete Eureka Module Assessments for all students
- Individual goal-setting conferences with students on MAP performance
- Individual goal-setting conferences with students on WIDA performance (specific to each domain)
- ELL after school tutoring and Imagine Learning

Resources Needed:
- IXL Computer Aid
- Eureka Math Curriculum

Challenges to Tackle:
- Financial resources to purchase curriculum materials
- Students owning cognitive lift of lesson

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

English Learners: AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): 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. Tutoring sessions with licensed staff on a weekly basis.

Foster/Homeless: 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.

Free and Reduced Lunch: 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.

Migrant: N/A

Racial/Ethnic 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 with 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.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	All licensed teachers participated in ANET and Eureka Math trainings where they were trained on rigorous tasks, equitable instruction, planning purposeful instruction, and how to include scaffolds and various entry points for learners. Teachers completed surveys at the end of each PD. Other data reviewed: PLC documents, lesson plans, observations during Instructional Rounds.	Structured Teacher Planning Time agendas, PLC meetings, Instructional Rounds	Support on unwrapping standards, support with PLC+ and how to activate sessions where each team member contributes to student success, strategies regarding mathematical practice and discourse and how to increase engagement with rigorous tasks
	Areas of Strength: Teachers began to plan via the backwards assessment model as seen during PLC meetings.		
	Areas for Growth: Scaffolds and structures to support struggling learners were not evident during instructional rounds.		
Problem Statement	Teachers have varying understandings of the standards and, in particular, the aspects of rigor of the standards.		

	AB 219 (a): Root causes of the low levels of achievement among English learners:
Critical Root Causes	As evidenced in WIDA and MAP Math data, a root cause of low performance of English Learners and non ELs is that teachers are overly reliant on procedural skills in mathematics and memorization during classroom instruction. Students are not given the opportunity to internalize why the math works the way it does or solve problems in unique and authentic scenarios.

Part B

Adult Learning Culture	
School Goal: 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).	**STIP Connection:** 2: All students have access to effective educators.

Improvement Strategy: PLC+ PD
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 1

Intended Outcomes: Teachers provide students more time in classroom instruction to engage in high quality mathematical tasks. There is an increase in classrooms of teachers providing time for students to share their solution strategies rather than teachers modeling solutions. Teachers will use these strategies from the leadership team through professional learning sessions to increase student achievement in the area of mathematics on both MAP Growth Assessments and SBAC. **AB 219 (e): Plans to provide professional development designed to address the needs of English learners:** Professional learning on discourse structures as a means of raising the level of academic discourse among ELL students. Staff will engage in professional learning and complete, Understanding Language Development (ULD) 4 sessions provided by ELLD.

Action Steps:
- Professional Learning-Leadership Team and Strategists (PLC+, Equitable Instruction)-scheduling PLC+ delivery
- Instructional Rounds to observe implementation of PL- monthly to look for high-quality tasks, rigor
- Equitable Instruction PD is embedded
- Analyze student assessments and tasks during PLC time
- PLC Unwrapping Standards using multiple sources.
- Understanding Language Development (ULD) 4 sessions

Resources Needed:

- Financial resources to support PL
  - Common Core Companions for each teacher
  - PLC+ Manual

Challenges to Tackle:
- Shift from teacher centered to student centered instruction
- Teacher and student mindset on abilities to solve complex tasks

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

English Learners: AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): 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. Staff will engage in professional learning and complete, Understanding Language Development (ULD) 4 sessions provided by ELLD. During grade level PLCs, instructional strategies will be discussed along with data to drive the next steps and the effective use of ELL strategies and practices and next steps/supports will be determined and carried out.

Foster/Homeless: 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.

Free and Reduced Lunch: 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.

Migrant: N/A

Racial/Ethnic Minorities: 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: 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.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Reviewed Panorama Ed. 3rd-5th Grade Survey: Sense of Belonging: 62% of students feel a sense of belonging. The Clark County School District Wide average is 67%	Staff Attendance District Survey Results	97% of parents connected to Class Dojo District Survey- link on IC, Parent Link, Website for parents to complete Ask Me Abouts- Weekly communication to families from teachers
	Areas of Strength: 59% of students in the fall of 2021 shared they felt a strong sense of belonging, so our score increased 3% from fall 2021 to fall 2022.		
	Areas for Growth: Our 3-5 grade students are showing a decrease in their sense of belonging on our school campus. We decreased 2% from spring of 2022 to fall of 2022.		
Problem Statement	Students currently lack a strong sense of belonging in our building. Not all students feel a sense of connectedness to their educators and peers. Students have not had consistent exposure to life skills and character education.		
Critical Root Causes	Lack of exposure to traditional classroom settings and regular connection to teachers. Increase in transient student population. Fluctuating student attendance and participation during distance learning reduce teacher-student engagement. Lack of opportunity to build a sense of community within grade levels.		

Part B

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.	**STIP Connection:** 6- All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy: 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.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2: Boys Town 1: Counselor 4: Student Mentoring*

Intended Outcomes: As a result of the improvement strategy, students will have a stronger sense of belonging in our building.

Action Steps:
- Reinstate character building curriculum
- Review best practices from distance learning that increase student engagement that can transfer to in person learning.
- Consistent schedule of counselor-led SEL lessons within each classroom.
- Utilize Care Solace to connect students to behavioral health professionals
- Work with Stay on School mentor program

Resources Needed:
- Social Emotional Curriculum
- Stay in School Mentor Program

Challenges to Tackle:
- Minimal opportunities to connect with staff.
- Increase integration of technology in instruction.

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

English Learners: AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): 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.

Foster/Homeless: 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.

Free and Reduced Lunch: 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.

Migrant: N/A

Racial/Ethnic Minorities: 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: 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.

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)
Gifted & Talented	$92,332.00	Full time Gifted and Talented Position	1, 2, 3
Carry Over	$189,560.28	Additional *Flyleaf Decodables* literacy material, Split funding licensed teaching position.	1, 2, 3
RBG3	$91,267.00	Full time Read by Grade Literacy Specialist Position	1, 2, 3
English Learners	$61,811.00	Additional staff for smaller class size	1, 2, 3
At-Risk Students	$109,140.00	IXL license for math intervention. Lexia license for literacy intervention	1, 2, 3
ESSER III	$102,350.00	General supplies	1, 2, 3