



Clark County School District  
**Ries Elementary School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Aldeane Comito Ries Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Janet Perez for more information.*

**Principal:** A. Mario Quinonez  
**School Website:** <https://www.ries-ccsd.net//>  
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**Phone:** 702-799-1240

**School Designations:**  Title I  CSI  TSI  TSI/ATSI



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
<b>School</b>	763	0.4%	19.3%	26.9%	12.5%	22.9%	4.1%	14.0%	9.57%	7.08%	100%
<b>District*</b>	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
<b>State*</b>	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
<b>2018</b>	<b>School</b>	41.9%	47.0	36.5%	47.7%	51.0	47.2%	18.9%	11.9%	44.4%
	<b>District</b>	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
<b>2019</b>	<b>School</b>	43.5%	50.0	40.2%	52.5%	53.0	54.6%	15.7%	12.5%	42.5%
	<b>District</b>	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
<b>2020</b>	<b>School</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30.0%	18.7%
	<b>District</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	404	407	416
<b>District*</b>	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## 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
A. Mario Quinonez	<b>Principal(s) (required)</b>
Janet Perez	<b>Other School Leader(s)/Administrator(s) (required)</b>
Natalie Sakho Tahsondria Afrim Renee Merrick Sara Smith	<b>Teacher(s) (required)</b>
Theresa Guastalli*	<b>Paraprofessional(s) (required)</b>
Magdalena Santillan Kira Bradshaw	<b>Parent(s) (required)</b>



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
School Continuous Improvement Outreach Session	9/20/21 at 8:15 a.m.	7	MAP Data: Math shows a decline in proficiency when math has been a strength. Virtual lessons do not have the manipulatives and our visual and kinesthetic learners didn't have that connection the past year.
School Continuous Improvement Outreach Session	9/20/21 at 8:15 a.m.	7	Covid is affecting student attendance at Ries ES.  STAR and MAP scores show similar findings. Cross triangulate showing validity in data.



# 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
<b>Data Reviewed</b>	<p>34% of the third graders overall scored at or above the 61st percentile according to the 2021 fall math MAP assessment.</p> <p>26% of the fourth graders overall scored at or above the 61st percentile according to the 2021 fall math MAP assessment.</p> <p>23% of the fifth graders overall scored at or above the 61st percentile according to the 2021 fall math MAP assessment.</p> <p>Math MAP Fall Scores for the following school years.</p> <p>3rd Grade (Students Proficient at the 61st percentile)</p> <p>2021-2022: 34% students proficient 2020-2021: 39% students proficient 2019-2020: 44% students proficient</p> <p>4th Grade (Students Proficient at the 61st percentile on the fall MAP math assessment)</p>	<p>The overall results on the Nevada School Climate/Social Emotional Learning Survey showed a score of 74/100 on social and emotional competence in fall of 2019.</p> <p>94.1% of the students feel safe at the school according to the 2021 Districtwide Student Survey.</p> <p>85% of the students responded that it was very easy or easy to get along well with their classmates according to the 2021 Districtwide Student Survey.</p> <p>82% of the students thought that it was very easy or easy to know the emotions that they feel according to the 2021 Districtwide Student Survey.</p> <p>Districtwide Survey</p>	<p>Teachers use the Envisions math curriculum to teach the students in grades 3-5 in order to provide rigorous Tier I instruction. Teachers also differentiate small math group instruction in order to scaffold instruction for the students. Teachers assign and utilize the resources provided by the Envisions curriculum in order to help drive their instruction.</p> <p>Teachers use summative and formative assessments to help drive their instructions. They have conversations based on the data provided on various assessments and they talk about ways to effectively reteach the students who are struggling with different concepts.</p> <p>Classroom observations, lesson plan reviews, and PLC conversations are also used as rigorous tasks to improve teacher practices and student learning.</p>



<p><i>2021-2022: 24 % students proficient 2020-2021: 40 % students proficient</i></p> <p><i>5th Grade (Students Proficient at the 61st percentile) 2021-2022: 23% students proficient</i></p> <p><i>36.6% of the third graders overall were proficient on the SBAC math assessment for the 2020-2021 school year.</i></p> <p><i>28.5% of the fourth graders overall were proficient on the SBAC math assessment for the 2020-2021 school year.</i></p> <p><i>20 % of the fifth graders overall were proficient on the SBAC math assessment for the 2020-2021 school year.</i></p> <p><i>3rd Grade SBAC Math Scores (Overall)</i></p> <p><i>2017-2018: 49.6% proficient 2018-2019: 50.7% proficient 2020-2021: 36.6% proficient</i></p> <p><i>4th Grade SBAC Math Scores (Overall)</i></p> <p><i>2017-2018: 42.4% proficient 2018-2019: 48% proficient 2020-2021: 28.5% proficient</i></p> <p><i>5th Grade SBAC Math Scores (Overall)</i></p> <p><i>2017-2018: 36.3% proficient 2018-2019: 33% proficient 2020-2021: 20% proficient</i></p>		
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	MAP Growth Assessments SBAC Growth Assessments		
<b>Problem Statement</b>	<p><i>In third grade, SBAC math scores decreased from 50.7% in 2018-2019 to 36.6% in 2020-2021 which is a decrease of 14.1%.</i></p> <p><i>In fourth grade, SBAC math scores decreased from 48% in 2018-2019 to 28.5% in 2020-2021 which is a decrease of 19.5%.</i></p> <p><i>In fifth grade, SBAC math scores decreased from 33% in 2018-2019 to 20% in 2020-2021 which is a decrease in 13%.</i></p>		
<b>Critical Root Causes</b>	<p><i>Math scores decreased significantly in grades 3-5, and what led to that decrease was the inability to use manipulatives to visually represent problems due to the pandemic. It was also difficult to teach the students concept development and differentiate instruction for students in small groups during virtual learning.</i></p>		

## Part B

Student Success	
<p><b>School Goal:</b> <i>The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 28.6% in 2021 to 33.6% by 2022 as measured by state summative assessments.</i></p>	<p><b>Aligned to Nevada's STIP Goal:</b> <b>Goal 3:</b> <i>All students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b> <i>Number talks, concept training, professional development, and structured PLCs</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2; Build a committed staff through professional development - level 1; enVision Math 2020 - level 3; MAP Growth Assessments - level 3</i></p>	
<p><b>Intended Outcomes:</b> <i>Increase the percent of students scoring above the 60th percentile in math from 31.0% (fall) to 36.0% (winter) to 42.0% (spring) by 2022 as measured by MAP Growth Assessment.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>What does it look like? Teachers will go to the NWEA website and analyze the data provided in the Learning Curriculum that breaks down the test by standards. This way, the teachers are able to determine students' strengths and weaknesses. The teachers would be able to use the data on the Learning Continuum to drive instruction for whole group, small group, and individual instruction. Teachers will also be able to use the data given to help differentiate instruction to meet the needs of all students.</i></li> </ul>	



- *Who is responsible for doing the work? (All 3-5 teachers are responsible for students taking their MAP math assessments as well as their SBAC 2022 math assessments. Students are responsible for taking their MAP math assessments and their SBAC assessments.)*
- *How often will it occur? (Three times a year MAP math data will be reviewed. SBAC data will also be reviewed at the end of the 2021-2022 school year.)*
- *What data will be collected to determine if the action step is successful? SBAC 2022 math data for students' in grades 3-5, MAP math winter data (2021) and MAP spring data (2022).*
- *Who will monitor that the action step is being implemented? (All 3-5 teachers will ensure that their students take the winter MAP math assessment and the spring MAP math assessment. They will also ensure that all 3-5 students complete the SBAC math assessment in 2022.)*
- *How often will we monitor? (Three times a year, the 3-5 grade math MAP data will be analyzed in order to help drive instruction in the classroom. SBAC math data will be studied from previous years to find areas of strength and weakness in order to help students improve their scores.)*

**Resources Needed:**

- Math MAP Practice Assessments for Grades 3-5
- SBAC Sample Test Items from the state SBAC website
- Envisions Teacher Manuals and Envisions Online Teacher and Student Materials
- NWEA website to analyze the information provided on the Learning Continuum
- Achieve the Core in order to determine the major and supporting math standards
- Professional Development provided through RPDP and through the CPD district office

**Challenges to Tackle:**

- *Understanding how teachers can teach concept development to students who are struggling with basic math facts.*
- *How to differentiate instruction when some of the students are two grade levels behind in their learning, but still have to be ready to take state assessments in the spring.*
- *Students are not willing to struggle through problems that they don't understand by using strategies that they have been taught to solve various math problems.*

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

English Learners: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.





Foster/Homeless: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: Goals on IEP will be followed for individual students, one-on-one practice with the teacher, explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<p>After reviewing instructional round data collected on 9-8-21, teachers shared observations and observed the following areas in need of growth:</p> <ol style="list-style-type: none"> <li>1. Students need to be able to articulate what they are learning about.</li> <li>2. Learning objectives need to be posted in a visible area of the room for both students and adults who enter into the room.</li> <li>3. Teachers need to learn to be facilitators in the classroom in order for students to learn to engage in “productive struggle” in order to get ready for state assessments.</li> </ol>	<p>On the 2021 district wide staff survey, 86% of the staff responded that they strongly agreed or agreed that teachers, staff, and administrators work well together at this school.</p> <p>On the 2019 district wide staff survey, 65% of the staff responded that they strongly agreed or agreed that teachers, staff, and administrators work well together at this school.</p> <p>On the 2021 district wide staff survey, 86% of the staff responded that they strongly agreed or agreed that they felt supported at their school.</p> <p>On the 2019 district wide staff survey, 71% of the staff responded that they strongly agreed or agreed that they felt supported at their school.</p>	<p>Professional Learning Community meetings are held twice a month in order to review and analyze data as a grade level. The administration team, school counselor, Read By 3 strategist, and the learning strategist meet with the grade levels as well in order to help teachers use the data to help drive their instruction.</p> <p>Professional development trainings are held at the school in order to help teachers fulfill district wide expectations.</p> <p>Ongoing training sessions are held for schoolwide programs such as ReadyGen and Envisions. Teachers are continually supported as they continue to utilize the Canvas LMS.</p> <p>Teachers are provided with the same schedules (common preps) in order to come together to collaborate effectively as a team.</p>



<b>Problem Statement</b>	<i>PLC meetings have not followed a consistent and common structure focused on understanding the standards, using data to drive instruction, and collaborating to design effective instruction.</i>
<b>Critical Root Causes</b>	<i>Based on the 2020-2021 school year, teachers were struggling to collaborate with their grade levels in order to meet schoolwide expectations. Teachers also struggled with asking for help from one another as well as sharing strategies that would help students with their learning. Teachers mistrusted the data because it was administered in a virtual setting as opposed to in a physical setting (classroom setting).</i>

## Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the school year, 80% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.</i>	<b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i>
<b>Improvement Strategy:</b> Structured PLC meetings two times a month	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i>	
<b>Intended Outcomes:</b> <i>By January 2022, 50% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>What does it look like? Every time teachers and administrators meet for PLC meetings, they will follow structured agendas that focus on student data to help drive instruction. Teachers will be able to collaborate on how to better meet the needs of students by using the grade level spreadsheets.</i></li> <li>● <i>Who is responsible for the work? Teachers and administrators</i></li> <li>● <i>How often will it occur? Two Wednesdays a month</i></li> <li>● <i>What data will be collected to determine if each step is successful? Teachers and administrators will analyze the data individually and as a group to determine if students are effectively learning the standards.</i></li> <li>● <i>Who will monitor that the action step is being implemented? PLC agendas and minutes will be kept of each PLC meeting, administrators, strategists, and school counselor will be a part of these meetings as well to ensure that everyone is doing everything possible to help improve student achievement.</i></li> <li>● <i>How often will we monitor? Teachers will provide their student data on the grade level PLC spreadsheets that they submit to</i></li> </ul>	



*administration monthly. Teachers and administration will monitor formative and summative assessment data to ensure that students are progressing towards their academic goals.  
Insert during Event 5*

**Resources Needed:**

- *Summative and formative assessment data*
- *PLC spreadsheets*
- *Achieve the Core*
- *Learning Continuum from NWEA*
- *PLC agendas and minutes*  
*Insert during Event 5*

**Challenges to Tackle: (What are some challenges that we can put down in this section?)**

- Time constraints
- Limited opportunities to meet as a grade level

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

English Learners: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Foster/Homeless: : Instructional Rounds, structured PLC meetings with agendas, minutes, individual roles, and additional plans. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: : Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: : Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: : Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: : Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles, annual review. Weighted funding employs educational personnel who provide services for at-risk and EL students.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<p>30% of the students at Ries ES are chronically absent in 2021.</p> <p>Here are the breakdowns per grade level.</p> <p>K: 36% of the students chronically absent            1st: 22% of the students chronically absent            2nd: 28% of the students chronically absent            3rd: 19% of the students chronically absent            4th: 26% of the students chronically absent            5th: 18% of the students chronically absent</p>	<p>In the 2020-2021 school year, 79% of the staff responded that they strongly agreed or agreed that the school promoted staff and teacher participation in decision-making that affects school practices and policies.</p> <p>Here is the breakdown of the data.            2019: 58% of the staff responded that they strongly agreed or agreed that the school promoted staff and teacher participation in decision-making that affects school practices and policies. (31 staff members completed the survey)</p> <p>2021: 79% of the staff responded that they strongly agreed or agreed that the school promoted staff and teacher participation in decision-making that affects school practices and policies. (29 staff members completed the survey)</p> <p>In the 2021-2022 school year, 34.5% of the staff absences from 8/9/21 through 10/8/21 were due to sick-personal illness.</p>	<p>In the 2020-2021 school year, 98.8% of the parents responded that they strongly agreed or agreed that the teachers really cared about their children. Here is the breakdown of the data.</p> <p>2019: 97.5% of the parents strongly agreed or agreed that the teachers cared about their children (80 parents completed the survey)</p> <p>2020: 100% of the parents strongly agreed or agreed that the teachers cared about their children (16 parents completed the survey)</p> <p>2021: 98.8% of the parents strongly agreed or agreed that the teachers cared about their children (251 parents completed the survey)</p> <p>In the 2020-2021 school year, 96.7 % of the parents responded that they strongly agreed or agreed that the school sees them as a partner in their children's education. Here is the</p>



			<p><i>breakdown of the data.</i></p> <p><i>2019: 97.5% of the parents strongly agreed or agreed that their children's school sees them as a partner in education (80 parents completed the survey)</i></p> <p><i>2020: 100% of the parents strongly agreed or agreed that their children's school sees them as a partner in education (16 parents completed the survey)</i></p> <p><i>2021: 96.7% of the parents strongly agreed or agreed that their children's school sees them as a partner in education (248 parents completed the survey)</i></p>
<b>Problem Statement</b>	<p><i>Based on the staff district wide survey given in 2020-2021, 79% of the staff responded that they strongly agreed or agreed that the school promoted staff regular participation in decision-making that affects school practices and policies.</i></p>		
<b>Critical Root Causes</b>	<p><i>The separation of distance learning and the problem-solving that had to be made as issues arrived, made it so that sometimes staff would feel overwhelmed.</i></p>		

## Part B

Connectedness	
<p><b>School Goal:</b> <i>Increase the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 79% (spring 2021) to 85% (May 2022) as measured by the District Wide CCSD Survey.</i></p>	<p><b>STIP Connection:</b> <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>



**Improvement Strategy:** Prioritize staff concerns and seek staff input related to problem solving. Create by-in so that staff feel included in the decision making process.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - level 3*

**Intended Outcomes:** *By the end of the first semester, the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies will improve from 79% to 85% by using a Google Form to survey the staff in January 2022.*

**Action Steps: What should our action steps look like?**

- *What does it look like? Teachers and staff will be continually asked for their input in staff meetings, grade level meetings, and PLC meetings in order to help make decisions for the school.*
- *Who is responsible for doing the work? The members of the Continuous Improvement Team will come together to create a survey that will be given to the staff in order to promote staff and teacher participation in decision-making that affects school practices and policies.*
- *How often will it occur? Staff will be surveyed in January 2022 as well as in May 2022 to see if there is an increase in teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies. The goal is that the percentage increases from 79% to 85% in January.*
- *What data will be collected to determine if the action step is successful? District wide survey data in May 2022 as well as survey data generated from the Google Form survey administered in January 2022.*
- *Who will monitor that the action step is being implemented? The members of the continuous improvement team will monitor to ensure that each action step is implemented.*
- *How often will we monitor? We will collect the data in January 2022 and in May 2022. A survey will be created to survey the staff in January 2022 and then the staff will take the district wide survey given to the staff in May 2022.*
- *Insert during Event 5*

**Resources Needed:**

- *Google Form survey (January 2022)*
- *District wide survey (May 2022)*
- *Teacher Input in order to help everyone feel included and part of the decision-making that affects school practices and policies.*
- *Insert during Event 5*

**Challenges to Tackle:**

- *Learning new ways to help everyone feel comfortable with sharing/voicing their concerns for how to better help students succeed academically and socially.*
- *Unprecedented challenges that we are facing based on coming back from distance learning and new reopening guidelines that affect overall morale*



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

English Learners: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Foster/Homeless: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL 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)
General Funds	\$4,631,952.00	Staff and Instructional Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Funds	\$115,310.00	Learning Strategist servicing at risk students as well as supporting students with behavior, academic, and social needs.	Student Success, Adult Learning Culture, Connectedness
Read By Grade 3	\$91,267.00	Read By 3 Learning Strategist	Student Success, Adult Learning





			Culture, Connectedness
EL Weighted Funds	\$79,704.00	To support at risk and second language students in order to close the achievement gap.	Student Success, Adult Learning Culture, Connectedness
Title III-EL Funds	\$5,214.00	<p>Ries ES provides targeted instruction focusing on specific ELL strategies. The teachers continue to learn and utilize how to use digital tools to increase student learning such as visual tools and videos. ELL students participate in sustained reciprocal academic discourse throughout the day.</p> <p>Imagine Learning is utilized to provide targeted support.</p> <p>MAP Growth assessments are used to progress monitor academic growth.</p> <p>Teachers participate in professional development, planning, and ELL instructional rounds in order to build capacity with the school and improve reflection and discussion regarding purposeful planning of language routines and discourse structures.</p>	Student Success, Adult Learning Culture, Connectedness
ESSER III Funds	\$133,500.00	Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist).	Student Success, Adult Learning Culture, Connectedness