



Clark County School District
**Aldeane Comito Ries Elementary
School**

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 Janet Perez for more information.



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

School Goal	
<i>The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 44.1% in 2022 to 47.1% by 2023 as measured by state summative assessments.</i>	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<i>Number talks, concept training, professional development, and structured PLCs</i>	<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>
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>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Difficulty understanding the English language and mastering standards on grade level while being two to three grade levels behind, learning and retaining new vocabulary words can be difficult as well. These challenges contribute to a 12.3 percentage point achievement gap between current and former English Learners (39.4% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment. ● Support: Instruction is targeted (teachers analyze formative/summative assessments), focused (teachers uses observations, MAP data, formative / summative assessment data), and differentiated (teachers go back and reteach concepts that students had difficulty learning / understanding) , manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher. EL Weighted funds are used to hire licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist) and to support at-risk and second language students in order to close the achievement gap. With Title III funds, Ries ES provides targeted instruction focusing on specific ELL strategies. ELL students participate in sustained reciprocal academic discourse throughout the day. Imagine Learning is utilized to provide targeted support. <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: Students might struggle with parental support at home when it comes to learning foundational skills needed in order to improve in various academic areas. Students might also not have access to technology (Internet, Hotspots, Chromebooks) or materials (manipulatives used to solve various math problems) needed in order to complete assignments or extra practice sent home. 	



- Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand (cubes, base ten blocks), anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught (words defined simple terms as well as pictures provided), small group support with the teacher (teachers use this time to ask probing questions and to determine the root cause of the misunderstanding), meaningful discourse is practiced and encouraged in the classroom (students are asked to participate in discussions that involve vocabulary words taught).

Free and Reduced Lunch:

- Challenge: Students might not have access to technology or materials needed in order to complete assignments or extra practice. Families might not be as involved as teachers need them to be in order to support their children. Students might express frustration when they are unable to perform at grade level. These challenges contribute to a 20.3 percentage point achievement gap between students who are Economically Disadvantaged (31.4% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment.
- Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand (cubes, base ten blocks), anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught (vocabulary words are illustrated and concepts are broken down in a more understandable way), small group support with the teacher (sentence stems to help respond to questions in whole group or when working independently), meaningful discourse is practiced and encouraged in the classroom (used when in partner or whole group discussions). At-risk weighted funds provide a Learning Strategist servicing at risk students as well as supporting students with behavior, academic, and social needs. Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist).

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Families might have difficulty communicating their academic concerns with teachers because of language barriers or because they have busy work schedules. Families might not be able to help students with their assignments that are brought home because they don't have time or because they don't understand the language. Achievement gaps are noted when comparing the White/Caucasian students (51.7% proficient) to the Black/African-American students (44.4% proficient), the Hispanic students (34.6%) and Pacific Islanders (31.2%) on the 2022 SBAC math assessment.
- Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher, meaningful discourse is practiced and encouraged in the classroom (Kagan structures utilized to encourage high-engagement in the classroom, sentence stems used to help answer questions, partner work, small group with the teacher where concepts are broken down further).

Students with IEPs:



- Challenge: Students are working on their IEP goals that are two to three grade levels below grade level standards. Students with IEPs need additional support and scaffolds during Tier 1 in order to access grade-level instruction. There is a 31.4 percentage point achievement gap between students who have an IEP (19.1% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment.
- Support: Teachers work hand in hand with the resource team in order to accommodate students and teach them at their learning levels. Instruction is differentiated (teacher meets the instructional needs of students by exposing students to Tier I instruction while academically helping them meet their individual academic goals), meaningful discourse with the teacher and students is encouraged, visual aids and anchor charts (important vocabulary words are defined and examples are given) are kept posted around the room in order for the students to be able to reference.

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



Inquiry Area 2 – Adult Learning Culture

School Goal	
<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>	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
Structured PLC meetings two times a month	Analyze data in PLCs - level 2
Resource Equity Supports: 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>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Difficulty understanding the English language and mastering standards on grade level while being two to three grade levels behind, learning and retaining new vocabulary words can be difficult as well. These challenges contribute to a 12.3 percentage point achievement gap between current and former English Learners (39.4% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment. ● Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher. The teachers continue to learn and utilize how to use digital tools to increase student learning such as visual tools and videos (teachers also attend professional development training in order to understanding how to read various MAP reports to improve their instruction). Teachers use MAP Growth assessment results to progress monitor academic growth (teachers come together in their PLC meetings in order to analyze data to see if students are retaining the concepts taught). <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: Students might struggle with parental support at home when it comes to learning foundational skills needed in order to improve in various academic areas. Students might also not have access to technology or materials needed in order to complete assignments or extra practice sent home. ● Support: Instruction is targeted, focused (based on formative / summative assessments), and differentiated (instruction is broken down for students into ways that are understandable for students using ReadyGen and enVision Mathematics), manipulatives are provided in order to solve various math problems at hand (cubes, base ten blocks, whiteboards, Expo markers), anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught (illustrations provided for students who need visuals in order to learn the concepts at hand), small group support with the teacher (teacher uses ReadyGen and enVision mathematics when breaking down concepts for students, teacher also uses Freckle to help students practice concepts taught), meaningful discourse is practiced and encouraged in the classroom. <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Students might not have access to technology or materials needed in order to complete assignments or extra practice. Families might not be as involved as teachers need 	



them to be in order to support their children. Students might express frustration when they are unable to perform at grade level. These challenges contribute to a 20.3 percentage point achievement gap between students who are Economically Disadvantaged (31.4% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment.

- Support: Instruction is targeted (based on most recent MAP data), focused, and differentiated (teacher meets with students in groups of 5-7 students and uses ReadyGen Scaffolding Strategies Handbook and enVisions), manipulatives (cubes, base ten blocks) are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher (probing questions, sentence stems for responses), meaningful discourse is practiced and encouraged in the classroom (model appropriate responses when participating in activities).

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Families might have difficulty communicating their academic concerns with teachers because of language barriers or because they have busy work schedules. Families might not be able to help students with their assignments that are brought home because they don't have time or because they don't understand the language. Achievement gaps are noted when comparing the White/Caucasian students (51.7% proficient) to the Black/African-American students (44.4% proficient) and the Hispanic students (34.6%) on the 2022 SBAC math assessment.
- Support: Instruction is targeted, focused (based on formative/summative assessment data), and differentiated (instruction is tailored to each student), manipulatives (cubes, base ten blocks) are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher (Scaffolding Reading Instruction Handbook from ReadyGen, enVision math), meaningful discourse is practiced and encouraged in the classroom (Kagan structures, sentence stems for appropriate responses).

Students with IEPs:

- Challenge: Students are working on their IEP goals and are not ready to learn grade level standards just yet. Their IEP goals are two to three grade levels below grade level standards. It's difficult to keep up with their peers in the general resource room at times. There is a 31.4 percentage point achievement gap between students who have an IEP (19.1% proficient) and White/Caucasian students (51.7% proficient) on the 2022 SBAC math assessment.
- Support: Teachers work hand in hand with the resource team in order to accommodate students and teach them at their learning levels (learning strategists help teachers with materials to help supplement instruction). Instruction is differentiated, meaningful discourse with the teacher and students is encouraged, visual aids and anchor charts are kept posted around the room in order for the students to be able to reference.

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



Inquiry Area 3 – Connectedness

School Goal	
<p><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 83% (spring 2022) to 85% (May 2023) as measured by the Districtwide CCSD Survey.</i></p>	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
<p>Prioritize staff concerns and seek staff input related to problem solving. Create by-in so that staff feel included in the decision making process.</p>	<p><i>Creating a positive school climate and culture - level 3</i></p>
<p>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>	
<p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: Difficulty understanding the English language and mastering standards on grade level while being two to three grade levels behind, learning and retaining new vocabulary words can difficult as well ● Support: Instruction is targeted, focused, and differentiated, manipulatives (cubes, base ten blocks) are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher. <p>Foster/Homeless:</p> <ul style="list-style-type: none"> ● Challenge: Students might struggle with parental support at home when it comes to learning foundational skills needed in order to improve in various academic areas. Students might also not have access to technology or materials (Internet, Hotspots, Chromebooks, etc.) needed in order to complete assignments or extra practice sent home (Smarty Ants, Freckle, Exact Path). ● Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher, meaningful discourse is practiced and encouraged in the classroom. <p>Free and Reduced Lunch:</p> <ul style="list-style-type: none"> ● Challenge: Students might not have access to technology or materials needed in order to complete assignments or extra practice. Families might not be as involved as teachers need them to be in order to support their children. Students might express frustration when they are unable to perform at grade level. ● Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher, meaningful discourse is practiced and encouraged in the classroom. <p>Migrant:</p> <ul style="list-style-type: none"> ● Challenge: Students might not have access to technology or materials needed in order to complete assignments or extra practice. Families might not be as involved as teachers need 	



them to be in order to support their children. Students might express frustration when they are unable to perform at grade level.

- Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher, meaningful discourse is practiced and encouraged in the classroom.

Racial/Ethnic Groups:

- Challenge: Families might have difficulty communicating their academic concerns with teachers because of language barriers or because they have busy work schedules. Families might not be able to help students with their assignments that are brought home because they don't have time or because they don't understand the language.
- Support: Instruction is targeted, focused, and differentiated, manipulatives are provided in order to solve various math problems at hand, anchor charts and visual aids are provided in order to refer back to important vocabulary / concepts taught, small group support with the teacher, meaningful discourse is practiced and encouraged in the classroom.

Students with IEPs:

- Challenge: Students are working on their IEP goals and are not ready to learn grade level standards just yet. Their IEP goals are two to three grade levels below grade level standards. It's difficult to keep up with their peers in the general resource room at times.
- Support: Teachers work hand in hand with the resource team in order to accommodate students and teach them at their learning levels. Instruction is differentiated, meaningful discourse with the teacher and students is encouraged, visual aids and anchor charts are kept posted around the room in order for the students to be able to reference.

Districtwide Survey Results are not disaggregated by Racial/Ethnic student groups.