



Clark County School District

Ries Elementary School

School Performance Plan: A Roadmap to Success

Ries Elementary School 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 MRI CSI TSI ATSI

Our SPP was last updated on 02/09/2024.



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/aldeane_comito_ries_elementary/2023/nspf.

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	Principal(s) <i>(required)</i>
Janet Perez	Other School Leader(s)/Administrator(s) <i>(required)</i>
Natalie Sakho Joseph Fiorentini Anne Manzi Shaun Bell	Teacher(s) <i>(required)</i>
LaTisha Daniels*	Paraprofessional(s) <i>(required)</i>
Magdalena Santillan Kira Bradshaw	Parent(s) <i>(required)</i>

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
Staff Meeting to go over SPP	9/12/22	<p>The staff learned that we need to continue with the same goals. We need to continue to build a strong mathematical foundation, so that students are able to make connections with previously taught material in order to solve multi-step problems.</p> <p>The admin team also encouraged the staff to share their input on how to make everyone feel like they are a part of the decision making process.</p> <p>The different presentations given throughout the day were tailored with the SPP goals in mind.</p>
Staff Meeting to go over SPP	1/23/23	<p>As a staff we will continue with the same goals. We will continue to encourage teachers to present strong Number Talks in order to build strong mathematical foundations.</p> <p>The admin team will continue to survey the staff in order to build stronger adult connectedness. As a school, we want staff buy-in and staff members who believe that their input is valued and needed in order to help the students succeed.</p>
SOT Meeting to go over SPP	5/18/23	<p>At the SOT meeting on 5/18/23, there was a discussion of data on the 2022-2023 School Performance Plan. The first goal on the SPP was to increase SBAC proficiency and we did meet that goal last year. The results for MAP show a projection of 39% growth so to err on the side of caution, “to correct the improvement with strategies-number talks, strong tier I,II,III instruction, focus on differentiation of math lessons. The teachers will use Clever apps at school and home to reach proficiency in this goal. Teachers will also use Exact Path and utilize MAP data to work on deficient areas. Formative assessments will be used to work on areas where we are proficient. PLCs will focus on goals and data and the admin team will ensure that the PLC form is filled out by each teacher to make sure that all team members in the grade level are contributing.</p>



CIP team meeting to go over data/information from the SOT meeting on 5/18/23	6/1/23	The CIP team met to go over data covered at the SOT meeting on 5/18/23. MAP data was utilized to correct improvement strategies in order to make adequate progress.
CIP team meeting/staff meeting to go over 2023 SBAC data.	8/4/23	The CIP team/staff went over 2023 SBAC data in order to update our goals on the school's SPP Roadmap. It was discussed that teachers who teach third through fifth grade would develop an SBAC plan to help differentiate instruction in reading and math. The teachers would have to meet with admin to go over their plans because only 43% of the third through fifth grade students were proficient on the 2023 math SBAC assessment and our goal was that 47.1% of the third through fifth grade students would pass the 2023 math SBAC assessment.
SOT Meeting to go over SPP	8/23/23	At the SOT meeting on 8/23/23, there was a discussion regarding 2023 math SBAC data for third through fifth grade students. 43% of third through fifth grade students are proficient and our goal was that 47.1% of third through fifth grade students would be proficient on the 2023 math SBAC data. The SOT agreed that the teachers would devise SBAC plans to help differentiate their math and reading instruction.
CIP team meeting to go over 2023 SBAC data.	9/13/23	<p>The CIP team met to go over the inquiry goals for the SPP. It was determined that the school needs to focus on Claim 1: Concepts and Procedures. Students are struggling with their basic math facts (addition, subtraction, multiplication, and division). The students in the lower grades will continue to use manipulatives in order to solve basic math problems.</p> <p>It was also determined that a thorough survey needed to be created in order to help support staff in various areas. A Ries School Performance Plan survey was sent out to the staff and admin reviewed the results at the 10-10-23 Staff Development Day. The results were that teachers need more support with Amplify Science and HMH. They also need more time to collaborate with their teams to unwrap standards.</p>



<p>CIP team meeting to go over the winter MAP reading and math data.</p>	<p>1/26/24</p>	<p>The CIP met to go over the winter MAP reading and math data. It was determined that the</p> <p>The data reveals that third through fifth grade students are growing in mathematics. In fall 2023, 31% of third through fifth grade students were at or above the 61st percentile. In winter 2023, 36.33% of third through fifth grade students were at or above the 61st percentile on the math MAP winter 2023 benchmark assessment. Vertical alignment will take place at PLC meetings/staff development days in order to collaborate to help bridge student achievement gaps.</p>
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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
	<p>MAP Growth Assessments; Smarter Balanced Summative Assessments (SBAC) Aimsweb data</p>	<p>Nevada School Climate/Social Emotional Learning Survey; Districtwide Student Survey</p>	<p>enVisions Math curriculum provides rigorous Tier I instruction; Differentiated small math group instruction in order to scaffold; Summative and formative assessments to help drive instruction; Classroom observations, lesson plan reviews, and Professional Learning Communities (PLC) conversations</p>
<p>Data Reviewed</p>	<p>Areas of Strength: The students showed growth of 10.9% on the 2021-2022 SBAC ELA assessment. In 2021-2022 the students showed 52.5% proficiency rate on the SBAC ELA assessment. In 2020-2021, the students were 41.6% on the SBAC ELA assessment.</p> <p>The students showed growth of 15.8% on the 2021-2022 SBAC Math assessment. In 2021-2022, the students showed 44.1% proficiency on the SBAC Math assessment. In 2020-2021, the students were 28.3% proficient on the SBAC Math assessment.</p> <p>On January 26, 2024, the SPP team reviewed student MAP Math data in grades 3-5. Student proficiency was 31% in Fall and in the Winter MAP Math Benchmark, data shows that students increased their proficiency to 36.33%. We are wanting to reach proficiency to 45.1% by Spring.</p>		



	<i>Areas for Growth: After breaking down the SBAC Math assessment for 2021-2022 with the CIP team, we found that the students need to work on Claim 1: Concepts and Procedures. It was an area where the students had low proficiency scores in grades 3-5.</i>
Problem Statement	<i>On the 2023 SBAC math assessments, 43.01% of students were “Below Standard” on Mathematics Claim 1: Concepts and Procedures. Although this is a significant decrease from 2020-2021 which was 60.87%, this rate is still higher than pre-pandemic levels (2017-2018 was 41.71% and 2018-2019 was 37.63%).</i>
Critical Root Causes	<i>Classroom instruction does not consistently include the use of manipulatives to help students visually represent problems and differentiated instruction for students in small groups.</i>

Part B

Student Success	
<p>School Goal: <i>The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 43.1% in 2023 to 45.1% by 2024 as measured by state summative assessments.</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>Goal 3: All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Teachers will purposefully plan for and provide students with practice for math facts, mental math strategies, continuing with Number Talks, and the lower grades will continue to utilize manipulatives for basic math practice. The strategists will help support teachers with the implementation and strategies in order for students to learn their basic math facts.</i></p>	
<p>Evidence Level (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>Intended Outcomes: <i>Increase the percent of students scoring above the 60th percentile in math from 38.8% (fall) to 41.8% (winter) to 44.8% (spring) by 2022 as measured by MAP Growth Assessment. Students will strategically choose the manipulatives or tools and use them to support their thinking.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>What does it look like?</i> <ul style="list-style-type: none"> ○ <i>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> ○ <i>Math instruction will include number talks during the Visual Learning Bridge component of Tier I instruction and Tier 1</i> 	



Expectations.

- *Teachers will participate in concept training, professional development, and structured PLCs using the PLC+ framework.*
 - *Administration will conduct classroom walkthroughs using the “enVision Mathematics 2020 Look Fors”*
 - *For students who did not meet AGP according to the 2022-2023 NSPF Report, there will be interventions in the classroom as well as the opportunity for small group tutoring before and after school. The math humanities teacher and teachers in various grade levels will target students who need more intensive math or ELA instruction in small groups.*
 - *Teachers working with students in small intensive groups will have three benchmarks throughout the year. Targeted students below the 25th percentile will be progress monitored monthly.*
 - *Students who did not meet AGP in math will also be given the opportunity to complete extra minutes in Edmentum.*
 - ***Teachers will collaborate and review grade vertical alignment of in order to bridge gaps within mathamatic concepts. The math specialists will work with grade levels to help and support implementing math skills practice like the standard algorithm for grades 2-5.***
 - ***Although we are already implementing number taks during the Visual Learning Bridge for Tier 1, teachers will continue to use Number talks during Envision’s Expand Solve and Share. Ensuring teachers are using this conversation piece (Number Talks) with Standard Algorithm starting early on.***
 - ***3-5 Grade will incorporate SBAC Lessons on Standard Algorithm.***
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- *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 math assessments. Students are responsible for taking their MAP math assessments and their SBAC assessments.)*
 - *The third through fifth grade teachers will teach the students in small groups in the classroom. They are responsible for collecting the pre and post assessment data as well as for analyzing the data to help drive their small group instruction.*
 - *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 school year.)*
 - *Teachers will ensure that appropriate benchmark assessments are completed within the specified time guidelines.*
 - *What data will be collected to determine if the action step is successful? SBAC 2023 math data for students’ in grades 3-5, MAP math winter data (2022) and MAP spring data (2023). Assessment data of teacher created assessments will also be analyzed in order to determine student achievement.*
 - *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 2023.) 3-5 grade teachers who have students who are coded in various subgroups as well as the student success team to help identify and monitor these students.*
 - *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 (Tier 1 Expectations, PLC+ framework, Tier 1 Monitoring Tool)
- Professional Learning Communities in order to discuss data at hand
- Progress Monitoring Tools
- Math Manipulatives

Challenges to Tackle:

- *Understanding how teachers can teach concept development to students who are struggling with basic math facts. Administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*
- *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. A possible solution could be to amend the strategic budget in January to include after school enrichment opportunities in order for students to be taught in a smaller group setting on their learning level.*
- *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. Teachers will model think alouds in order for the students to understand how to think through math problems appropriately.*
- *Students are struggling with basic math facts and they need help with the foundational skills that will make a difference in Claim 1: Concepts and Procedures on the SBAC assessment given in the spring.*
- *For some students, behavior is a deterrent for learning concepts at hand.*
- *Students struggle with reading and it becomes a problem when they are asked to solve two-step word problems using different operations.*

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

English Learners: 95 Core Phonics 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, **Imagine Learning**, **Lexia English**, 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. The learning strategists and the certified temporary tutors (CTTs) will work together to meet with students in small groups to provide tiered academic support. Before and after school tutoring offered to students



to help commit their basic facts to memory in order to help build a solid mathematical foundation. Students will also spend additional time on Xtra Math and Edmentum. Students will be able to use manipulatives and draw pictures on whiteboards and in their math notebooks while solving different math problems. Students who require accommodations on state testing will be given practice using those skills during daily practice and instruction.

Foster/Homeless: 95 Core Phonics 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. The school counselor will help with providing evidence-based programs targeted to at-risk youth. Students will be provided with Chromebooks and resources to take home in order to experience success with math facts and math vocabulary. Students will spend more time working on Xtra Math and Edmentum to ensure that they are given time to work on concepts that they need the most help with.

Free and Reduced Lunch: 95 Core Phonics 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 will work on Xtra Math and Edmentum in order to establish an individual mathematical path. Students will continue to practice their basic math facts and continue to build vocabulary at home with their families.

Migrant: 95 Core Phonics 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 will be provided with any mathematical materials that they may need to take home in order to experience mathematical success. Students will work on Xtra Math and Edmentum in order to build math fact fluency.

Racial/Ethnic Minorities: 95 Core Phonics 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. The learning strategists and the certified temporary tutors (CTTs) will work together to meet with students in small groups to provide tiered academic support. Students will be provided with Chromebooks to take home if they need them in order to complete math assignments at home. Students will also have the ability to practice their math fact fluency on Xtra Math and Edmentum.

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. The special education team will meet in order to analyze the data to help meet students' instructional and social emotional needs. The special education team will also discuss various ways to help students show improvement on the mathematics portion of the SBAC assessment during their PLC meetings. Students will go on Xtra Math and Edmentum and use manipulatives and number lines to help solve math problems in their math notebooks. Sped Team will ensure that appropriate goals are written and measured for student success.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	<i>Instructional Rounds (Tier 1 Monitoring Tool)</i>	Districtwide Staff Survey	PLC meetings; Professional development; Master schedule
Data Reviewed	<i>Areas of Strength: PLC meetings and instructional rounds gave teachers the opportunity to learn from their colleagues and to ask questions on how to reach struggling students as well as challenge the students on grade level. It provided a safe space / community to ask professional advice on how to teach the standards with rigor and relevance.</i>		
	<i>Areas for Growth: 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>		
	<i>On January 26, 2024, the SPP team reviewed 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes and observations. The PLC form will have another area to focus on double and triple threats for students hitting multi subcategories on SBAC.</i>		
	<i>By January 2024, 50% of RTI meeting minutes will focus on student data / interventions that will help students progress towards their goals.</i>		
	<i>By January 2024, 50% of the staff will have participated in one or two cross grade level observations."</i>		
Problem Statement	<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>		
Critical Root Causes	<i>Data is not consistently provided in a uniform location and all members of the team do not complete the grade level data spreadsheets in a timely manner.</i>		



Part B

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>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: Structured PLC+ meetings two times a month	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2</i>	
<p>Intended Outcomes:</p> <p><i>By January 2024, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes and observations.</i></p> <p><i>By January 2024, 50% of RTI meeting minutes will focus on student data / interventions that will help students progress towards their goals.</i></p> <p><i>By January 2024, 50% of the staff will have participated in one or two cross grade level observations.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <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> ● <i>RTI Data will be shared across grade levels in order to provide transparency across the grade levels. It will also help with making informed school decisions that will benefit students' academic / social growth.</i> ● <i>Across grade level observations in order to build teacher leadership / capacity. (Prioritizing new to Ries and new to grade level.)</i> ● <i>Teachers will focus on the specific subgroups who did not meet AGP. Instruction becomes more targeted and specific for these students especially when it comes to differentiation in their small groups.</i> ● <i>Who is responsible for the work? Teachers and administrators</i> ● <i>How often will it occur? Two Wednesdays a month</i> ● <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. Conversations will be focused on students who did not meet AGP and how instruction can be improved in order to help close the achievement gaps.</i> ● <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> ● <i>How often will we monitor? Teachers will provide their student data on the grade level PLC spreadsheets that they submit to</i> 	



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

Resources Needed:

- *CCSD Teaching and Learning Cycle (Plan and Analyze expectations)*
- *Summative and formative assessment data*
- *PLC spreadsheets*
- *Achieve the Core*
- *Learning Continuum from NWEA*
- *PLC agendas and minutes, admin. Observations*
- *PLC+ Framework*
- *Paid time off contract*

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

- Time constraints and a possible solution to this would be to provide teachers the option of a prep buyout in order to meet with their team to make informed decisions based on data.
- Limited opportunities to meet as a grade level and this could be resolved by restructuring the school's master calendar in order to



make time to meet with grade level teams.

- Grade levels will have to spend extra time ensuring that subgroups are making progress, so that they are able to make AGP for the 2023-2024 school year.

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. The learning strategist will provide tiered interventions and acceleration for students. Enlist the help of the EL Department in order to incorporate data walks at our school in order to support teachers on how to exit 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. The school counselor will help with providing evidence based programs targeted to at-risk youth. **Ensure that all teachers are working on differentiating instruction for students in order to help meet their individual academic needs.**

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. Amend strategic budget in January to include certified temporary tutors (CTTs) to provide instruction for tiered interventions and acceleration. Enlist the help of the EL Department, the math department, and the Student Services Division in order for all students to have what they need in order to make AGP.

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. Enlist the help of the EL Department in order to incorporate data walks at our school in order to support teachers on how to exit 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. The learning strategist will provide tiered interventions and acceleration for students. Enlist the help of the EL Department, the math department, and the Student Services Division in order for all students to have what they need in order to make AGP.

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. Special education teachers will participate in Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. Enlist the help of the special instructional facilitator to ensure that the resource teachers and SPED team are doing everything possible to ensure that all students are showing growth and moving towards their targets. Request the help of the Student Services Division in order for students who have an IEP to make progress towards their goals and on AGP for the 2023-2024 school year.





Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Chronic absenteeism</i>	Districtwide Staff Survey; Staff absenteeism	Districtwide Parent Survey
Data Reviewed	<p><i>Areas of Strength: We were close to meeting our goal of 85% of staff who strongly agree or agree that the school promotes staff and teacher participation in decision making that affects school practices and policies. We made it to 83% of the staff who strongly agree or agree in May 2022.</i></p> <p><i>On January 26, 2024, the SPP team reviewed our goal for staff who strongly agree or agree that the school promotes staff and teacher participation in decision making that affects school practices and policies. Previously we were at 83% of staff who strongly agree or agree, our current data shows that 91% of staff feel that they strongly agree or agree that the school promotes staff and teacher participation in decision making that affects school practices and policies.</i></p>		
	<p><i>Areas for Growth: Find other ways to involve the staff in the decision-making process on a schoolwide level.</i></p>		
Problem Statement	<p><i>Based on the staff district wide survey given in 2022-2023, 85% 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. Although the positive responses in 2021-2022 increased, there is still work to do to meet this goal.</i></p>		
Critical Root Causes	<p><i>The added teacher duties / responsibilities and the problem-solving that has to be made as issues arrive, make it so that sometimes staff feel overwhelmed.</i></p> <p><i>Structures and norms for communicating opportunities for staff to provide input and for collecting that input continue to be developed.</i></p>		

Part B

Connectedness	
School Goal: <i>Increase the percent of teachers who strongly agree or agree</i>	STIP Connection: <i>Goal 6: All students and adults learn and work</i>



<p><i>that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 85% (2022-2023) to 90% (2023-2024) as measured by the Districtwide CCSD Survey.</i></p>	<p><i>together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: Prioritize staff concerns and seek staff input related to problem solving. Create buy-in so that staff feel included in the decision making process.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i></p>	
<p>Intended Outcomes: <i>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 83% to 85% by using a Google Form to survey the staff in January 2023.</i></p>	
<p>Action Steps: What should our action steps look like?</p> <ul style="list-style-type: none">● <i>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.</i>● <i>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.</i>● <i>How often will it occur? Staff will be surveyed in January as well as in May 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 85% to 90% in January.</i>● <i>What data will be collected to determine if the action step is successful? District wide survey data in May as well as survey data generated from the Google Form survey administered in January.</i>● <i>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.</i>● <i>How often will we monitor? We will collect the data in January and in May. A survey will be created to survey the staff in January and then the staff will take the district wide survey given to the staff in May.</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Google Form survey (January)</i>● <i>District wide survey (May)</i>● <i>Teacher Input in order to help everyone feel included and part of the decision-making that affects school practices and policies.</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Learning new ways to help everyone feel comfortable with sharing/voicing their concerns for how to better help students succeed</i>	



academically and socially. A possible solution will be for the administration and the learning strategists to model how to voice concerns during staff development or monthly staff meetings.

- *There are unprecedented challenges that we are facing based on coming back from distance learning and new reopening guidelines that affect overall morale. A possible solution will be for grade levels to come together during staff development or staff meetings to come up with various ways to meet students' academic and social emotional needs.*

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. The learning strategists and the certified temporary tutors (CTTs) will meet with the students in small groups in order to help close the achievement gap.

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. Amend the strategic budget in January to include after school or before school tutors to provide tiered academic support.

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. Amend the strategic budget in January to include after school or before school tutors to provide tiered academic support.

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. The learning strategists and the certified temporary tutors (CTTs) will meet with the students in small groups in order to help close the achievement gap.

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. The special education team will meet in Professional Learning Communities (PLCs) in order to go over the data to meet various instructional needs.





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	\$3,388,599.76	Staff and Instructional Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Funds	\$219,313.80	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).	Student Success, Adult Learning Culture, Connectedness
Read By Grade 3	\$94,969.60	Read By 3 Learning Strategist	Student Success, Adult Learning Culture, Connectedness
EL Weighted Funds	\$52,978.37	Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist). 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	\$4,422.00	<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</p>	Student Success, Adult Learning Culture, Connectedness



		<p>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>	
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