

# School Performance Plan

School Name

Address (City, State, Zip Code, Telephone):

Superintendent/Region   
 Superintendent:

For Implementation During The Following Years:

**The Following MUST Be Completed:**

**Title I Status:**

**Designation:**

**Grade Level Served:**

**Classification:**

**NCCAT-S:**

**\*1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request  Use of Core Instructional Materials  Scheduling  Model School Visits

**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Maiece Harper	Parent	Kenneth Love	Parent
Cori More	Parent	Jessica Stewart	Parent
Diane Vadovic	Parent	Patricia Cobb	Principal
Opal Ivey	Assistant Principal	Kelly Epstein	Teacher/SOT Chair
Melody Meyers	Teacher/SOT Co-Chair	Tonya Boylan	Teacher
Susan Szepelek	Teacher	Tiffany Lewis	Read By Grade 3 Literacy Specialist

**COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)****DATA REVIEWED & ANALYZED:**

Based on your school's NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	AMAOs/ELPA Analysis	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Teacher/Administrator Observation Data	Achievement Gap Data
Interim Assessments	Nevada School Performance Framework (NSPF)	IEP Compliance
Fiscal Resources	Comparison of ELPA with other Assessments	Special Education Procedures - Whole School
Other: SRI	Other:	Other: KTEA
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

**Summary Statement****Overview**

Darnell Elementary School is a non-Title I school located in the northwest side of Region 1 of the Clark County School District (CCSD). Student enrollment for the 2019-2020 school year consisted of approximately 581 students. Demographic information was as follows: 23.92% Hispanic, 17.56% Black, 39.5% White, 4% English Language Learner (ELL), 14.63% students with an Individual Education Plan (IEP), and 55% Free and Reduced Lunch (FRL).

**Analysis of Data**

Darnell ES maintained a three-star status in the 2018-2019 school year (60.5 index points) and in the 2017-2018 school year (60 index points) and improved from a two-star status in the 2016-2017 school year (45.5 index points) as reported on the Nevada School Performance Framework (NSPF). The increase in NSPF points was observed most drastically in the Student Growth and English Language indicators. In reviewing data we have determined that this increase can be attributed to improvement in the consistency of the implementation of Tier I curriculum across all subjects, and the implementation of Sanford Harmony in all classrooms (and supported by the Social Worker and Counselor in lessons). There were not drastic increases or decreases in any of the indicators when comparing the 2018-2019 NSPF and 2017-2018 NSPF. The 2019-2020 school year was the first year of MAP Growth Assessment implementation for grades 4 and 5 (EBL Level 3). Additional support and coaching with MAP implementation was provided in the 2019-2020 school year by both MAP consultants and the Darnell Elementary School Learning Strategist.

**Positive Statements**

Positive trends can be seen in the increase in English Language Arts (ELA) the percent of students meeting Adequate Growth Percentile (AGP) in ELA on the state summative assessment (from 50% to 59%). The MAP student growth for first and second grade students was above average with 77% and 78% of second and first graders (respectively) scoring above the 40th percentile. The percent of ELLs meeting Adequate Growth on the WIDA assessment grew from 50% to 72%. The successes in this area can be attributed to the use of Lexia, as well as the implementation of structures to support student discourse, provided regular opportunities for academic language development for all students. Moving forward, the school will continue to provide professional development for teachers on using Lexia (EBL Level 1). The above average Read by Grade 3 Student Growth Score can be attributed to the collaboration between our kindergarten through 3rd grade teachers and our Read by Grade 3 literacy specialist. Our literacy specialist also pulled groups of 1st, 2nd, and 3rd graders (screened according to dyslexia indicators) and focused on foundational reading skills. Intervention was provided to identified students by two Certified Temporary Tutors and an Instructional Assistant on a consistent basis.

**Areas of Opportunity**

Chronic absenteeism is an area of concern at Darnell ES. Chronic absenteeism rates at Darnell ES were as follows: 2017-2018 school year 11.1%, and 10.8% during the 2018-2019 school year. Conversations with our stakeholders have also revealed this area as a concern. Another area of concern is student proficiency in ELA and math. Goal 1 in our previous School Performance Plan (SPP) was to increase proficiency in ELA from 56.8% to 64%. This goal was not met as we increased our ELA proficiency to 57.7% on the SBAC. Goal 1 of our previous School Performance Plan

(SPP) was also to increase proficiency in math from 41% to 48%. This goal was not met as we increased our math proficiency to 47.2% on the SBAC. Though we did not meet our SPP goals, an increase was still observed in both math and ELA. As a result we will continue the use of MAP assessment results that drive instruction, implement MAP Accelerator, Lexia, intervention with CTTs and an instructional assistant, instructional rounds, and job-embedded professional learning supports for staff. We plan to monitor the usage and implementation of MAP more closely in the 2020-2021 school year. Goals and action steps address the above areas of opportunity.

#### Prioritized Needs

Darnell ES participated in an initial NCCAT-S in 2018 and reviewed the priority needs during the 2019-2020 school year.

Through this process, we identified the following opportunities for improvement:

1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.

1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.

2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

3.1 School leadership develops and communicates a clear, shared vision and mission.

Additional instruction and intervention has been provided through the CTTs, instructional assistant, and Read By Grade 3 literacy specialist on a consistent basis. The CCSD Code of Conduct has been reviewed by all faculty members, and adjustments have been made to the Multi-Tier System of Supports as needed. Feedback provided to students by teachers has been monitored during formal and informal observations in classrooms. School leadership has provided teachers with the SPP Goals and Action Steps, has monitored the implementation of the Action Steps, provided support as requested, and has communicated the SPP through bulletin boards.

**COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1****Based on the CNA, identify all that apply:**

<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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**Priority Need/Goal 1:**

Increase the percent of all students proficient in English language arts from X% to 61.2% by Spring 2021, as measured by state summative assessments. Increase the percent of IEP students proficient in ELA from X% percent to 36.8% by Spring 2021, as measured by state summative assessments. Increase the percent of Black/African American students proficient in ELA from X% percent to 48.2% by Spring 2021, as measured by state summative assessments. Increase the percent of FRL students proficient in ELA from X% percent to 51.9% by Spring 2021, as measured by state summative assessments.

**Root Causes:**

Teachers are inconsistently delivering curriculum and standards-based instruction. Students are inconsistently provided with intervention, reteaching, and progress monitoring when necessary. Students are not consistently given specific feedback to help them improve their performance.

**Measurable Objective 1:**

Increase the percent of K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 2:**

Increase the percent of IEP K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 3:**

Increase the percent of Black/African American K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 4:**

Increase the percent of FRL K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of FRL 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of FRL 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of FRL 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of FRL 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of FRL 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>1.1 Professional Development (Required)</b>				
Teachers will participate in grade level ELA PLC data sessions to analyze data (MAP, formative). Read by Grade 3 continued training. SBAC Interim assessment PD for grades 3-5. Reach for Reading PD for grades 1 and 2 with a focus on phonics. Lexia PD, MTSS PD, and ELL PD. Problem of practice PD based on Instructional Rounds.	Teachers (Strategic Budget/SB178), Read by 3 Strategist, staff trained by assessment department for test prep, Lexia (SB178), Reach for Reading trainers (SB178), MTSS school-based committee, ELL SSA, Administration (problem of practice)	PD agendas and sign-in sheets, classroom observations, SLGs, SLPPs, and NEPF, lesson plans	PD agendas and sign-in sheets, (Learning Strategist) and classroom observations. Administration Aug-May	N/A
<b>1.2 Family Engagement (Required)</b>				
Teachers and students will monitor and track reading progress/student achievement and communicate during parent/teacher/student conferences. Literacy Cadre will organize a family literacy event. Parent trainings with topics related to improving student achievement, birthday books to promote literacy at home, and participation in SOT advertised. At-risk notification parent meeting will be held with students at risk in grades K-5 after Winter MAP.	Parent/Teacher/Student handouts, Literacy events- agenda and sign-in, birthday books (PTA), At-risk meeting handouts (Read by 3), Lexia (SB178)	Parent sign-in sheets, progress reports, agendas for parent meetings/trainings	Parent sign-in/agendas, and teacher observations - Administration (Aug-May)	N/A

Comments:

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>		
<p>Teachers will use student data to provide effective Tier I and Tier II ELA instruction that is NVACS-based, rigorous, develops and extends vocabulary, and scaffolds learning for all students. Assistance for struggling students with Tier I and Tier II will be provided by teachers and supported by the Learning Strategist, and identified support staff/CTT, based on data from formative and diagnostic assessments. ELL literacy tutoring for identified students. Lexia will be implemented in all classrooms. Kindergarten will utilize Heggerty phonemic awareness. Reach for Reading will be used by grades 1 and 2, and grade 3-5 teachers will utilize StoryWorks and provide test prep, interim assessments (IABs) during the second semester; in order to assist students in their understanding of questions types, available tools, and vocabulary of SBAC questions. All teachers will implement an additional 30 minute science-based reading lesson at least once a week to help improve students' critical thinking, reasoning, and application skills. Implement MAP goal folders for students (1-5) and review with students a minimum of three times per year.</p>	<p>Read by Grade 3 strategist, CTTs, and identified support staff (SB178/Read by 3), ELL tutoring (Title III), StoryWorks (strategic), Heggerty (SB178), Lexia (SB178), Reach for Reading (SB178), SBAC trained staff (Strategic Budget), teachers (Strategic Budget)</p>	<p>MAP data, SBAC data, formative data, Lexia usage reports, WIDA data, lesson plans, and classroom assessment data, goal folders, PLC meeting notes</p>	<p>Teacher observations monthly (Aug-May) Administration - PD: Learning Strategist - Weekly PLC meeting notes: GL Chairs/Administration (Aug-May)</p>	<p>N/A</p>

Comments:

<b>1.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
			<p>N/A</p>

Comments:

**COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2****Based on the CNA, identify all that apply:**

<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the percent of all students proficient in math from X% to 53.5% by Spring 2021, as measured by state summative assessments. Increase the percent of IEP students proficient in math from X% to 35.5% by Spring 2021, as measured by state summative assessments. Increase the percent of Hispanic/Latino students proficient in math from X% to 45.5% by Spring 2021, as measured by state summative assessments. Increase the percent of Multiracial students proficient in math from X% to 59.6% by Spring 2021, as measured by state summative assessments.

**Root Causes:**

Teachers are inconsistently delivering curriculum and standards-based instruction. Students are inconsistently provided with intervention, reteaching, and progress monitoring when necessary. Students are not consistently given specific feedback to help them improve their performance.

**Measurable Objective 1:**

Increase the percent of K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 2:**

Increase the percent of IEP K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 3:**

Increase the percent of Hispanic/Latino K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Measurable Objective 4:**

Increase the percent of Multiracial K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN			
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed <b>for Implementation</b> <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status	
<p><b>2.1 Professional Development (Required)</b></p> <p>Provide professional development (PD) on math standards that student benchmark data (MAP) identify as areas of opportunity for growth. Staff who have been trained by the CCSD Assessment Department will lead PD on SBAC Interims periodically throughout the year. Professional development sessions will be held on the use of MAP Accelerator programming for intervention and acceleration.</p>					
	Read by Grade Three Learning Strategist, GL Chairs, teachers trained by Assessment Department for test prep	PD agendas and sign-in sheets, classroom observations, lesson plans	PD agendas and sign-in sheets, (Learning Strategist) and classroom observations - Administration Aug-May	N/A	
<p><b>2.2 Family Engagement (Required)</b></p> <p>Teachers and students will monitor and track math progress/student achievement and communicate during parent/teacher/student conferences. The Math Cadre will organize and host a Family Math/Science event. Morning meetings will be provided to support parents in math strategies such as math fact practice. The school will communicate with families through a variety of print and digital means. CCSD FACES department will provide family engagement sessions periodically throughout the year.</p>		Parent/Teacher/Student handouts, Math events- agenda and sign-in, math facts campaign (Strategic Budget), FACES	Parent sign-in sheets, progress reports, agendas	Parent sign-in/agendas, and teacher observations - Administration (Aug-May)	N/A

Comments:



<b>2.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
<p>Teachers will use student data to provide effective Tier I and Tier II math instruction that is NVACS-based, rigorous, develops and extends vocabulary, and scaffolds learning for all students. Assistance for struggling students with Tier I and Tier II will be provided by teachers and supported by the Learning Strategist, and identified support staff/CTT, based on data from formative and diagnostic assessments. All teachers K-5 will utilize enVisions 2.0 math curriculum daily. 3-5 teachers will be required to MAP Accelerator consistently for differentiated math instruction with an emphasis on problem solving. All teachers K-5 will utilize enVisions 2.0 assessments aligned with standards. K-5 students will participate in a math facts campaign. Grade 3-5 teachers will provide test prep, interim assessments (IABS) during the second semester, in order to assist students in their understanding of questions types, available tools, and vocabulary of SBAC questions. Implement MAP goal folders for students and review with students a minimum of three times per year.</p>	<p>Read by Grade Three Learning Strategist, CTTs, and identified support staff (SB178/Read by 3), enVisions 2.0 (Strategic Budget), SBAC trained staff (Strategic Budget), math facts campaign (Strategic Budget)</p>	<p>MAP data, SBAC data, formative data, math fact campaign progress, lesson plans, and classroom assessment data, Weekly PLC meeting notes</p>	<p>Teacher observations monthly (Aug-May) Administration – PD: Learning Strategist – Weekly PLC meeting notes: GL Chairs/Administration (Aug-May)</p>	<p>N/A</p>

Comments:

<b>2.4 Other (Optional)</b>	<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
			<p>N/A</p>

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input checked="" type="checkbox"/> Other
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**Priority Need/Goal 3:**  
Reduce the percentage of students identified as chronically absent from X% to Y% as reported by attendance data in Infinite Campus and reported in the Nevada School Performance Framework (NSPF).

**Root Causes:**  
Infinite Campus attendance data revealed that 11.0% of the students show a pattern of chronic absenteeism. In our community there is a lack of understanding of the importance of daily student attendance in school. In addition, there is a lack of understanding that an "absence is an absence" and lack of instruction is the main focus aside from the welfare of the student.

**Measurable Objective 1:**  
Increase the percentage of students engaged in goal setting to improve attendance for the 2020-2021 school year from 0% to 80% as measured by the number of "chronically absent" completing goals and action plans with the counselor or social worker.

**Monitoring Status**

N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>				
Train teachers on procedures for tracking and reporting of student absenteeism through Infinite Campus and on procedures for the 2020-2021 Darnell ES Attendance Plan. Training on how to complete weekly reports for students referred for goal setting.	Infinite Campus-Absenteeism tracking and reporting PD (no funding), School-wide classroom attendance incentive tracking sheets (no funding), counselor (Strategic Budget), School Social Worker (Social Worker in Schools Grant), Darnell Attendance Plan.	RPC, parent notification letters for student absences, goal setting weekly monitoring logs of student absences, school-wide classroom attendance incentive	Administration, teachers, School Aide, Counselor, School Social Worker (Aug-May)	N/A
<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>		

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>				
Teachers will track and report student absenteeism through Infinite Campus at 5 days. Administration action (Request for Parent Conference) and referral to Goal Setting. Parents are reminded in each parent meeting of the importance of daily student attendance. The importance of daily attendance is also highlighted in letters sent through teacher communication. School counselor and School Social Worker will monitor and communicate with parents and students daily to reduce chronic absenteeism.	CCSD parent letters home at 3, 5, 10 absences (no funding), Request for Parent Conferences at 5, 10, 15 absences (no funding), Goal Setting (no funding), School Social Worker (Social Worker in Schools Grant), Counselor (Strategic Budget)	RPC, parent notification letters for student absences, goal setting weekly monitoring logs of student absences, school-wide classroom attendance incentives, Infinite Campus reports, counselor and social worker contact logs.	Administration, teachers, School Aide, Counselor, School Social Worker (Aug.-May)	N/A

Comments:

<b>3.3 Curriculum/Instruction/Assessment (Required)</b>				
Teachers will track and report student absenteeism through Infinite Campus at 5, 10, 15 days. Administrative action (Request for Parent Conference) and referral to the goal setting. School Counselor, School Social Worker, and classroom teacher will monitor and track attendance daily/weekly.	CCSD parent letters home at 3, 5, 10 absences (no funding), Request for Parent Conference at 5, 10, 15 (no funding), goal setting (no funding), School Social Worker (Social Worker in Schools Grant), Counselor (Strategic Budget)	RPC, parent notification letters for student absences, goal setting weekly monitoring logs of student absences, school-wide classroom attendance incentives, Infinite Campus reports	Administration, teachers, School Aide, Counselor, School Social Worker (Aug.-May)	N/A

Comments:

<b>3.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>		<b>NCCAT-S Indicators:</b>	
					N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
SB-178	\$100,800.00	Intervention (CTTs and Instructional Assistant), Lexia, Curriculum	Goals 1 and 2
Strategic Budget	\$2,765,079.26	Staffing, Intervention, Supplies, Software Licensing	Goals 1, 2 and 3
Title III	\$3,000.00	After School Tutoring	Goal 1
Read By Grade 3 (State)	\$89,000.00	Staffing Learning Strategist	Goals 1 and 2

## Plan for improving the school climate

**Goal:**

Increase the percent of staff who agree/strongly agree the school promotes staff and teacher participation in decision-making that affects school practices from X% to Y% by May 2021, as measured by the District-wide Survey. NCCAT area for Improvement: 3.1 School leadership develops and communicates a clear, shared vision and mission.

**Action Plan:** How will this plan improve the school climate?

The Learning Improvement Team (LIT) consisting of grade level chairs will meet monthly to discuss curriculum, scheduling, and other school initiatives. The LIT members will be required to communicate the agenda items with grade level staff and provide feedback as it relates to the agenda items discussed. The administration team will analyze the feedback and add to the following month's agenda. Surveys will be created to include staff input on school practices in an effort to promote staff and teacher participation in decision-making. Staff surveys will be created and submitted through Google where results are readily available and the LIT members will analyze and then discuss with staff for feedback.

**Monitoring Plan:** How will you track the implementation of this plan?

The Learning Improvement Team (LIT) will meet monthly. Agendas and feedback notes will be archived for review. Grade level representatives and the administrative team will be responsible for agendas and feedback communication. All staff will be responsible for completing staff surveys and the LIT members will analyze and then discuss with staff for feedback.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

District-wide staff survey results will show an increase of participation and an increase in staff who feel the school promotes staff and teacher participation in decision-making that affects school practices.

## APPENDIX A - Professional Development Plan

### 1.1

Teachers will participate in grade level ELA PLC data sessions to analyze data (MAP, formative), Read by Grade 3 continued training, SBAC interim assessment PD for grades 3-5, Reach for Reading PD for grades 1 and 2 with a focus on phonics, Lexia PD, MTSS PD, and ELL PD. Problem of practice PD based on Instructional Rounds.

### Goal 1 Additional PD Action Step (Optional)

#### 2.1

Provide professional development (PD) on math standards that student benchmark data (MAP) identify as areas of opportunity for growth. Staff who have been trained by the CCSD Assessment Department will lead PD on SBAC Interims periodically throughout the year. Professional development sessions will be held on the use of MAP Accelerator programming for intervention and acceleration.

### Goal 2 Additional PD Action Step (Optional)

#### 3.1

Train teachers on procedures for tracking and reporting of student absenteeism through Infinite Campus and on procedures for the 2020-2021 Darnell ES Attendance Plan. Training on how to complete weekly reports for students referred for goal setting.

### Goal 3 Additional PD Action Step (Optional)

## APPENDIX B - Family Engagement Plan

**1.2** Teachers and students will monitor and track reading progress/student achievement and communicate during parent/teacher/student conferences. Literacy Cadre will organize a family literacy event. Parent trainings with topics related to improving student achievement, birthday books to promote literacy at home, and participation in SOT advertised. At-risk notification parent meeting will be held with students at risk in grades K-5 after Winter MAP.

### **Goal 1 Additional Family Engagement Action Step (Optional)**

**2.2** Teachers and students will monitor and track math progress/student achievement and communicate during parent/teacher/student conferences. The Math Cadre will organize and host a Family Math/Science event. Morning meetings will be provided to support parents in math strategies such as math fact practice. The school will communicate with families through a variety of print and digital means. CCSD FACES department will provide family engagement sessions periodically throughout the year.

### **Goal 2 Additional Family Engagement Action Step (Optional)**

#### **3.2**

Teachers will track and report student absenteeism through Infinite Campus at 5 days. Administration action (Request for Parent Conference) and referral to Goal Setting. Parents are reminded in each parent meeting of the importance of daily student attendance. The importance of daily attendance is also highlighted in letters sent through teacher communication. School counselor and School Social Worker will monitor and communicate with parents and students daily to reduce chronic absenteeism.

### **Goal 3 Additional Family Engagement Action Step (Optional)**

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

#### Priority Need/Goal 1:

Increase the percent of all students proficient in English language arts from X% to 61.2% by Spring 2021, as measured by state summative assessments. Increase the percent of IEP students proficient in ELA from X% percent to 36.8% by Spring 2021, as measured by state summative assessments. Increase the percent of Black/African American students proficient in ELA from X% percent to 48.2% by Spring 2021, as measured by state summative assessments. Increase the percent of FRL students proficient in ELA from X% percent to 51.9% by Spring 2021, as measured by state summative assessments.

#### Measurable Objective(s):

- Increase the percent of K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.
- Increase the percent of IEP K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.
- Increase the percent of Black/African American K students scoring above the 40th percentile in ELA from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 1st grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 2nd grade students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 3rd students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 4th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Black/African American 5th students scoring above the 40th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

Status
N/A

#### Comments:

#### 1.1 Professional Development:

#### 1.2 Family Engagement:

#### 1.3 Curriculum/Instruction/Assessment:

#### 1.4 Other:



Mid-Year		End-of-Year
1.1	Teachers will participate in grade level ELA PLC data sessions to analyze data (MAP, formative). Read by Grade 3 continued training, SBAC interim assessment PD for grades 3-5, Reach for Reading PD for grades 1 and 2 with a focus on phonics, Lexia PD, MTSS PD, and ELL PD. Problem of practice PD based on Instructional Rounds.	N/A
Progress		
Barriers		
Next Steps		
1.2	Teachers and students will monitor and track reading progress/student achievement and communicate during parent/teacher/student conferences. Literacy Cadre will organize a family literacy event. Parent trainings with topics related to improving student achievement, birthday books to promote literacy at home, and participation in SOT advertised. At-risk notification parent meeting will be held with students at risk in grades K-5 after Winter MAP.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will use student data to provide effective Tier I and Tier II ELA instruction that is NVACS-based, rigorous, develops and extends vocabulary, and scaffolds learning for all students. Assistance for struggling students with Tier I and Tier II will be provided by teachers and supported by the Learning Strategist, and identified support staff/CTT, based on data from formative and diagnostic assessments. ELL literacy tutoring for identified students. Lexia will be implemented in all classrooms. Kindergarten will utilize Hegerty phonemic awareness, Reach for Reading will be used by grades 1 and 2, and grade 3-5 teachers will utilize StoryWorks and provide test prep, interim assessments (IABs) during the second semester, in order to assist students in their understanding of questions types, available tools, and vocabulary of SBAC questions. All teachers will implement an additional 30 minute science-based reading lesson at least once a week to help improve students' critical thinking, reasoning, and application skills. Implement MAP goal folders for students (1-5) and review with students a minimum of three times per year.	N/A
Progress		
Barriers		

Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

#### Priority Need/Goal 2:

Increase the percent of all students proficient in math from X% to 53.5% by Spring 2021, as measured by state summative assessments. Increase the percent of IEP students proficient in math from X% to 35.5% by Spring 2021, as measured by state summative assessments. Increase the percent of Hispanic/Latino students proficient in math from X% to 45.5% by Spring 2021, as measured by state summative assessments. Increase the percent of Multiracial students proficient in math from X% to 59.6% by Spring 2021, as measured by state summative assessments.

#### Measurable Objective(s):

- Increase the percent of K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.
- Increase the percent of IEP K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of IEP 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.
- Increase the percent of Hispanic/Latino K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Hispanic/Latino 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.
- Increase the percent of Multiracial K students scoring above the 40th percentile in math from X% (winter) to Y% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 1st grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 2nd grade students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 3rd students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 4th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment. Increase the percent of Multiracial 5th students scoring above the 40th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2021 as measured by the MAP Growth Assessment.

Status
N/A

**Comments:**

- 2.1 Professional Development:
- 2.2 Family Engagement:
- 2.3 Curriculum/Instruction/Assessment:
- 2.4 Other:

	Mid-Year	End-of-Year
2.1	Provide professional development (PD) on math standards that student benchmark data (MAP) identify as areas of opportunity for growth. Staff who have been trained by the CCSD Assessment Department will lead PD on SBAC interims periodically throughout the year. Professional development sessions will be held on the use of MAP Accelerator programming for intervention and acceleration.	N/A
Progress		
Barriers		
Next Steps		
2.2	Teachers and students will monitor and track math progress/student achievement and communicate during parent/teacher/student conferences. The Math Cadre will organize and host a Family Math/Science event. Morning meetings will be provided to support parents in math strategies such as math fact practice. The school will communicate with families through a variety of print and digital means. CCSD FACES department will provide family engagement sessions periodically throughout the year.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will use student data to provide effective Tier I and Tier II math instruction that is NVACS-based, rigorous, develops and extends vocabulary, and scaffolds learning for all students. Assistance for struggling students with Tier I and Tier II will be provided by teachers and supported by the Learning Strategist, and identified support staff/CTT, based on data from formative and diagnostic assessments. All teachers K-5 will utilize enVisions 2.0 math curriculum daily. 3-5 teachers will be required to MAP Accelerator consistently for differentiated math instruction with an emphasis on problem solving. All teachers K-5 will utilize enVisions 2.0 assessments aligned with standards. K-5 students will participate in a math facts campaign. Grade 3-5 teachers will provide test prep, interim assessments (IABs) during the second semester, in order to assist students in their understanding of questions types, available tools, and vocabulary of SBAC questions. Implement MAP goal folders for students and review with students a minimum of three times per year.	N/A
Progress		

Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**  
Reduce the percentage of students identified as chronically absent from X% to Y% as reported by attendance data in Infinite Campus and reported in the Nevada School Performance Framework (NSPF).

**Measurable Objective(s):**

- Increase the percentage of students engaged in goal setting to improve attendance for the 2020-2021 school year from 0% to 80% as measured by the number of "chronically absent" completing goals and action plans with the counselor or social worker.

<b>Status</b>
N/A

**Comments:**

- 3.1 Professional Development:
- 3.2 Family Engagement:
- 3.3 Curriculum/Instruction/Assessment:
- 3.4 Other:

	Mid-Year	End-of-Year
3.1	Train teachers on procedures for tracking and reporting of student absenteeism through Infinite Campus and on procedures for the 2020-2021 Darnell ES Attendance Plan. Training on how to complete weekly reports for students referred for goal setting.	N/A
Progress		
Barriers		
Next Steps		
3.2	Teachers will track and report student absenteeism through Infinite Campus at 5 days. Administration action (Request for Parent Conference) and referral to Goal Setting. Parents are reminded in each parent meeting of the importance of daily student attendance. The importance of daily attendance is also highlighted in letters sent through teacher communication. School counselor and School Social Worker will monitor and communicate with parents and students daily to reduce chronic absenteeism.	
Progress		N/A

Barriers		
Next Steps		
3.3	Teachers will track and report student absenteeism through Infinite Campus at 5, 10, 15 days. Administrative action (Request for Parent Conference) and referral to the goal setting, School Counselor, School Social Worker, and classroom teacher will monitor and track attendance daily/weekly.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		