

## School Performance Plan

School Name  
FRENCH, DORIS ES

Address (City, State, Zip Code, Telephone):  
3235 EAST HACIENDA AVE  
LAS VEGAS, NV 89120, 702/997730

Superintendent/Region  
Superintendent: Jesus Jara / Debbie Brockett

For Implementation During The Following Years: 2021-2022

**The Following MUST Be Completed:**

Title I Status: Served

Designation: NA

Grade Level Served: Elementary

Classification: 3 Star

NCCAT-S: Review

**\*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   |
|----------------|----------|------------------|------------|
| Sarah Gunn     | Parent   | John French      | Parent     |
| William Vanyo  | Parent   | Denise Banyos    | Parent     |
| Tina Powell    | Parent   | Gina Bright      | RBG3 Coach |
| Tammy Fogg     | Teacher  | Joanna Bennett   | Teacher    |
| Horst Weiten   | Teacher  | Wendy Thom       | Teacher    |
| Katherine Sage | Teacher  | Dorian Hermogino | Teacher    |
| Emily Pelton   | Teacher  | Kari Bono        | Teacher    |

|                        |           |                 |                     |
|------------------------|-----------|-----------------|---------------------|
| Ross Takahashi         | Teacher   | Joshua Galey    | Teacher             |
| Robert McGoldrick      | Teacher   | Judith Zacher   | Support Staff       |
| Tammy Villarreal-Crabb | Principal | Shanteel Korzep | Assistant Principal |

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

Based on your schools 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  |
|---|---|---|
| Statewide Assessments                               | Nevada School Performance Framework (NSPF) Achievement Gap Data | Nevada School Performance Framework (NSPF) Achievement Gap Data |
| Formative Assessments Practice                      | Time in ELL Program/Projected Time to Proficiency               | Individualized Education Programs (IEP)                         |
| Coordination of Services for FRL, ELL, IEP students | Time in ELL Program/Projected Time to Proficiency               | Special Education Procedures - Whole School                     |
| Family Engagement Data                              | ELL Program Policies and Procedures                             | Special Ed Staffing and Professional Development                |
| Summative Assessments                               | Other:  | Other:  |
| Other:  | Other:  | Other:  |

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

French Elementary School is a Title I school located in Region 2 of the Clark County School District (CCSD). The student population has seen a decrease in Hispanic students from 57.26 in 2018 to 52.91% in 2020. We also had a change in Black students from 9.9% in 2018 to 12.84% in 2020. French ES had a decrease in White students from 21.17% in 2018 to 19.52% in 2020. Enrollment for the 2020 school year was as follows: Asian/Pacific Islander- 4.6%, 53% Hispanic, 14.4% Black, 17.5 White, 20.04% English Language Learner (ELL), 20.8% students with an Individual Education Plan (IEP), and 89.8% Free and Reduced Lunch (FRL).

**Analysis of Data**  
French ES fell from a Four-star status in 2017-2018 year (67.5 index points) to a three-star status in the 2018-2019 school year (58.5 index points) and stayed at a three-star status in the 2019-2020 school year (58.5 index points) as reported on the Nevada School Performance Framework (NSPF). The decrease in NSPF points was observed most in the Academic Achievement and Student Engagement indicators. In reviewing data we have determined that this decrease can be attributed to chronic absenteeism-2019-11.6% and 2020 at 14.1% and students lacking growth, closing the gap, and lack of proficiency due to lack of Tier 1 instruction exposure due to absences. The 2018-2019 school year was the first year of implementation with MAP Growth Assessments (EBL Level 3). Additional coaching and support with MAP implementation was provided in the 2018-2019 and 2019-2020 school year by both MAP consultants and French ES learning strategists. Positive Statements  
Positive trends can be seen in the increase in English Language Proficiency Indicator from 6/10 in 2017 to 10/10 in 2019. The successes in this area can be attributed to the use of Kagan cooperative learning strategies, ELL Cohort B trainings and implementation of strategies. Effective implementation of these strategies provide regular opportunities for academic language development for EL students. Moving forward, the school will continue to provide professional development for teachers on using Kagan strategies (EBL Level 2) and continue NV/CCSD Cohort B EL training and strategies. Another positive trend can be observed in 2019 data. The Read by Grade 3 Proficiency rate at 50.6% exceeding the District's average of 46.2%. English Language proficiency was 57.6% exceeding the District average of 50.6%. French ES ELA proficiency scores were 54.2% exceeding the District's average of 49.1%. French ES math proficiency was 48.7% exceeding the District average of 41.8%. This increase can be attributed to the collaboration between our 3rd grade teachers and our Read by Grade 3 literacy specialist. EL Cohort B trainings and strategies, and vertical alignment. Our Certified Temporary Tutors also pulled groups of students in all grades and focused on reteaching the grade level standards in differentiated small groups and interventions.

**Areas of Opportunity**

Chronic absenteeism remains an area of concern at French ES. Chronic absenteeism rates at French ES were as follows: 2018-2019 school year 11.6%, 2019-2020 school year 14.1%, 2020-2021 school year 15.6%. These rates are slightly below the district average, but have consistently increased each year. Conversations with our stakeholders have also revealed this area as a concern. In the 2016-2017 school year a counselor support program was funded through the strategic budget to help decrease absenteeism. We feel this is helping with home visits and parent conferences in reference to attendance. As a result we would like to expand this program further in the 2021-2022 school year. 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 52.7% to 57%. This goal was not met as we went virtual with Covid-19 and did not participate in SBAC. Goal 2 of our previous School Performance Plan (SPP) was to increase proficiency in math from 48.7% to 50%. This goal was not met Covid-19 pandemic caused school closures, and we did

not participate in SBAC. We did not participate in the assessment, so we do not have data to demonstrate goal mastery and growth. As a result we will continue the use of MAP assessment results that drive instruction, Kagan structures, Leader in Me strategies and job-embedded professional learning supports for staff through Anet. We plan to monitor the usage and implementation of MAP more closely in the 2021-2022 school year. Goals and action steps address the above areas of opportunity.

**Prioritized Needs  
Needs Still Exist**

Through the needs assessment conversation and analysis of data, French ES determined the needs previously identified during the full needs assessment conducted during the 2019-2020 school year still exist due to Covid-19 virtual learning and not taking 2020 SBACs.  
As we have not made the anticipated progress due to virtual learning, action steps in the SPP have been updated to refine our efforts in addressing these needs. (PIVOT)

### COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

|   |   |   |   |   |                                |
|---|---|---|---|---|--------------------------------|
| <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 type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

**Priority Need/Goal 1:**  
Increase the percent of third grade students proficient in English language arts (ELA) from X% percent to Y% percent by 2022, as measured by state summative assessments (SBAC).

**Root Causes:**  
Continuity and consistency in Tier 1 instruction is improving, but it was not consistent in levels of rigor across all classrooms. Due to virtual learning and technology gaps, not all students had access to Tier 1 instruction at the same level. A large percentage of students new to our school are significantly lower in reading than students that have been consistently enrolled. These same students were not consistently enrolled in Tier 3 interventions. Inconsistent attendance is a consistent factor that is impacting low performing students. Behaviors from children of trauma and complex trauma are impeding their learning and impacting the learning of others in the 2019-2020. In the 2020-2021 school year, some students did not attend full virtual day or did not participate consistently.

**Measurable Objective 1:**  
Increase the percent of students scoring in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2022 as measured by STAR .

**Measurable Objective 2:**  
Increase the percent of students scoring above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2022 as measured by MAP Growth Assessment.

**Measurable Objective 3:**  
Increase the percent of third grade students proficient in English Language Arts from X% Fall 2021, Y% Winter 2021, Z% by 2022 as measured by grade level common assessments.

**Measurable Objective 4:**  
During the 2021-2022 school year, the number of "At-Risk" students, in grades K-2, will decline from X% on Fall 2021 to Y% on Winter 2021, to Z% on Spring 2022 as measured by MAPS ELA assessment.

**Measurable Objective 5:**  
Increase the number of ASF eligible students meeting or exceeding growth projections in reading from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

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|--------------------------|-----|
| <b>Monitoring Status</b> | N/A |
|--------------------------|-----|

| ACTION PLAN   | MONITORING PLAN  |   |   |                   |
|---|--|---|---|-------------------|
| Action Step<br>(please only list one action step per box) | Resources and Amount Needed for Implementation<br>(people, time, materials, funding sources) | List Artifacts/Evidence of Progress:<br>Information (Data) that will verify the action step is in progress or has occurred. | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
|   |  |   |   |                   |

| <b>1.1 Professional Development (Required)</b>  |   | <b>Continuation From Last Year: Yes</b>  | <b>NCCAT-S Indicators:</b>   |
|---|---|--|--|
| <p>Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost. Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Title 1 Budget)<br/>Accelerated Reader training for understanding data and supporting Tier 1 instruction- one training sessions and one data coaching session( 325.00 Strategic Budget- August) Focus will continue, through monthly PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. RBG3 to train Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy(Strategic Budget funding). PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Full day MAPS data analysis for teachers after fall and winter MAPS (3,300 Title 1 budget). Monthly PLC to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the RBG3 Coach to make sure Tier 1 instruction is effective and engaging. Learning strategist for creation MTSS for students with learning deficits- scoring in the lower 25 percentile on MAPS and SBAC. (Split funded ASB funds- strategist-79,170, 8,848,40-strategic budget- ) and to support teachers on strategies for student academic management and family supports for attendance to promote time in school for learning. Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels (25,000-Title One) During Virtual learning Tier 1,2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during independent learning. Teacher PLC will be daily during preps and half day on Wednesdays.</p> | <p>RBG3 for coaching literacy strategies for Rigor in Tier 1 instruction- 89,000 (Strategic Budget)<br/>Certified Temporary Tutors for literacy interventions-(Title 1 funds- 14,300.00 each- total-71,500 ) (five from Title 1 Budget- one for Kinder, one for 1-2, two for 3rd-5th, one for behaviors and attendance). Accelerated Reader- reading comprehension check and STAR reading assessment (8,328.78 from Title 1 funds)<br/>Imagine Learning Web-based language acquisition program will be used by ELL students WIDA score 4.0 and lower (5,325.00- Title 3)<br/>Istation Reading- web-based program for Tier 1 enrichment and Tier 2 interventions, also home usage resource (Title 1- 9,900.00) Instructional supplies (Title 1 18,29) Subs for monthly PLC half day planning (11,500.00- Title 1) Learning strategist- (ASF Budget -79,170 and strategic budget 8,848,40) ELL STEAM Club after-club for WIDA 4.0 and lower, for increase in reading and writing (1320- Title III) After school Academic coaching time (Extra Duty Pay for teachers: 236 hours at \$22/hr 5,192.00 PLC planning time with agenda that promotes unwrapping standards, assessments with rigor, and demonstrate purposeful planning.</p> | <p>PD agendas- August and Weekly PLC agendas RBG3 Coach, administration, and grade level chairs PLC agendas and lesson plans- grade level chairs and team, admin Walk through data- Coach and Admin Observation and feedback notes- admin Coaching notes- RBG3 Coach</p> | <p>PD agendas- August and Weekly PLC agendas RBG3 coach, administration, and grade level chairs PLC will once a month will focus on data and growth- grade level team, administration, and RBG3 Coach PLC will take place three times each month for standards unwrapping and common planning- grade level teams, RBG3 Coach, and admin.</p> |

**Comments:**  
We will continue to build on previous trainings and implementation of strategies from 2019-2020 and 2020-2021. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teachers with understanding data and consistently using data to create effective Tier 1 instruction and Tier2 and Tier3 intervention plans. School Organization Team (SOT) determined SPP needed to include goals and strategies to help guide the big academic picture and student progress.

| <b>Action Step</b> | <b>Resources and Amount Needed</b> | <b>List Artifacts/Evidence</b> | <b>Timeline and Position Responsible</b> | <b>Monitoring Status</b> |
|--------------------|------------------------------------|--------------------------------|--|--------------------------|
|                    |                                    |                                |  |                          |

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| <p><b>1.2 Family Engagement (Required)</b></p> <p>Action Step RBG3 Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110,00) After-school tutoring for students that have lost learning due to virtual learning.</p> | <p>Funding for Parent trainings- 22,00/hr at 7 hrs (Title 1 Budget-1545,00) Teacher conferences- as needed, no cost Curriculum Nights- incentives to increase attendance (PIE budget- 600,00) Three RBG3 parent trainings (Title 1- 2 hrs*22,00/hr*6 teachers- 792,00) Math and reading materials for Parent Resource Center- (1058,45- Title 1 funds) MAPS data night for parents- 3 nights and 6 teachers(one per grade level) 2 hours each- 792,00</p> | <p><b>Continuation From Last Year:</b><br/>Yes</p> <p>STAR and MAPS data will be used to monitor student growth, RBG3 paperwork-signed by parents- will be used to monitor conferences. Sign-in sheets and agendas will be kept to monitor attendance at family Literacy trainings and community based services. Resource center will be open daily during school hours September through May and taken into the Apartment community twice a month.</p> | <p><b>NCCAT-S Indicators:</b></p> <p>Parent conferences- as needed (within 30 days of deficit) Parent trainings- August- STmath- primary and Intermediate, September- Istation- primary and Intermediate and Imagine Learning- combined and SBAC scores for parents- two sessions, October- STAR/AR- primary and Intermediate, and November- Literacy Strategies at Home training- two sessions- Literacy Coach/ teachers RBG3/ MAPS parent trainings- September one after-school and one evening (each session K-1 and 2-3) Resource Center will be established in September, as soon as supplies arrive. Parent trainings will be offered during and after-school.</p> | <p>N/A</p> |
|---|---|---|--|------------|

**Comments:**  
Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. Resources will be added at parent request or school identified needs. During Virtual learning parent trainings and engagement strategies will be offered through Google Meets.

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| <p><b>1.3 Curriculum/Instruction/Assessment (Required)</b></p> | <p><b>Continuation From Last Year:</b> Yes</p> | <p><b>NCCAT-S Indicators:</b></p> |
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|  |   |   |   |            |
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| <p>Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school tutoring to find lost learning (Title 1 5192- extra duty pay 236@22/hr) After-school activities for students of depression and trauma. MTS5 behavior supports for students to access instruction (Academic Supports funds-79,170 and strategic budget 8,848,40)</p> | <p>See 1.1.5 CTT expense and RBG3 expense- same people will be utilized for both action steps. RBG3 Coach- See 1.1 strategic budget funded Accelerated Reader and STAR monthly reading assessment- \$7,640.00 (Title 1 funded) Literacy Skills- 1.1 expense (Title 1 funded) Istation Literacy enrichment and intervention 10,806 (Title 1 funded) Imagine Learning for EL students (58 licenses)- 5800(Title III funded) I pads for student program use- 7,880, cases- 620.00 (Title 1 funded) Misc. Supplies for interventions- 18,29(Title 1 funded) STEAM teachers- two teachers for 39 hours total- 858.00 (Title III funded) Monthly attendance incentives- (Donated by Sneed Foundation/ PIE) Learning Strategist for students (Academic Supports funds-79,170 and strategic budget 8,848,40) Behavior CTT (Title 1- 14,300) After-school tutoring (Title 1- 236 hours at 22/hr/teacher= 5192)</p> | <p>Monthly Intervention data<br/>Monthly STAR data Data from Istation, Stmath, Imagine Learning and Fontas and Pinell benchmark data STEAM Club data- pre- and post- assessments. Behavior plan data Pre- and post- surveys and STAR assessment/Core Reading data for student mental well being activities.</p> | <p>STEAM Club for EL students September through November and January through March- Literacy Coach and Admin will set up and two teachers will implement strategies. August-October and December-February Close gap activities and Clubs- Led by AS Coach and RBG3 strategist. Interventions will take place daily and will be implemented by teachers and CTTs. RBG3 Coach will assist with coordinating data and groups. Third grade students lacking in foundational phonics, phonemic awareness, and literacy skills will receive 60 minutes of explicit instruction and then apply skills to text during the session. Students will be determined the first week of September, or as they enroll, by their classroom teachers. They will be exited by RTI team and Admin once goals have been met and gap is closed within one grade level. Weekly data collections and review- RBG3 Coach and AS Coach meetings. Weekly PLC meetings will be attended by Admin and AS Coach strategist K-1, RBG3 coach 2-3, Title 1 strategist 4-5.</p> | <p>N/A</p> |
|--|---|---|---|------------|

Comments:  
Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism have had a small impact through home visits and pickups and incentives/daily contacts when present. Strategies will be continued that include creating an awareness of the importance of attendance for students and families. Behavior strategies for all tiers will be implemented. Long-range plans and daily lesson plans will include Tier 1 -Tier 3 strategies for supporting students with behavior needs. All staff will be trained.

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

Comments:

### COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

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|---|---|---|---|---|--------------------------------|
| <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 type="checkbox"/> Other |
|---|---|---|---|---|--------------------------------|

**Priority Need/Goal 2:**  
All students, K-5, will increase proficiency in math from X% to Y% by 2022, as measured by MAPS assessments.

**Root Causes:**

Students in the primary grades build the foundational reading skills needed to be successful in the intermediate grades. Students in primary often have gaps in literacy skills that need to be closed, but rigor and consistency in Tier 2 and Tier 3 interventions is not always present in all classrooms according to STAR reading assessments and MAPS literacy assessments.

**Measurable Objective 1:**

Increase the percent of students scoring above the 61th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022, as measured by MAP Growth Assessment.

**Measurable Objective 2:**

Decrease the percent of students scoring at or below the 61st percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

**Measurable Objective 3:**

Increase the number of ASF eligible students meeting or exceeding growth projections in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

|                          |
|--------------------------|
| <b>Monitoring Status</b> |
| N/A                      |

| ACTION PLAN   |  | MONITORING PLAN   |  |                          |
|---|--|---|--|--------------------------|
| <b>Action Step</b><br><small>(please only list one action step per box)</small> | <b>Resources and Amount Needed for Implementation</b><br><small>(people, time, materials, funding sources)</small> | <b>List Artifacts/Evidence of Progress:</b><br><small>Information (Data) that will verify the action step is in progress or has occurred.</small> | <b>List Timeline, Benchmarks, and Position Responsible</b> | <b>Monitoring Status</b> |
| <b>2.1 Professional Development (Required)</b>                                  |  | Continuation From Last Year: Yes  | NCCAT-S Indicators:  |                          |

|  |  |  |   |            |
|--|--|--|---|------------|
| <p>Anet training to support math through coaching of teachers and intervention groups for students (Title 1 budget- 25,000) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented. PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 math blocks. Interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels with rigor in math. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (ASF Budget - 79,170 and strategic budget 8,848.40) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Sub day to allow teachers analyze MAPS data and plan instruction (11,500- Title 1-) Monthly PLC day to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds- September and January by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968,00- strategic budget) ANet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels. During Virtual learning Tier 1, 2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during independent learning. Teacher PLC will be daily during preps and half day on Wednesdays. Leader in Me trainings to help staff and students with habits of effective learning. (Strategic budget- 7,500)</p> | <p>ANet Coach for coaching strategies for Rigor in Tier 1 instruction- 25,000 (Title 1) Certified Temporary Tutors for math interventions- 14,300.00 each- 57,200 (five from Title 1 Budget- one for Kinder, one for 1-2, two for 3rd-5th). Off-ratio teacher for fifth grade to reduce class size- 64, 550.93- title 1 STAR math assessment (8,328.78 from Title 1 funds) Learning Strategist for lower 25 percentile students MAPS/SBAC- (AS Budget -79,170 and strategic budget 8,848.40) Imagine Learning Web-based language acquisition program will be used by ELL students WIDA score 4.0 and lower (5,325.00- Title III) ELL STEAM Club after- club for WIDA 4.0 and lower, for math (1,320- Title III) After school tutoring to help find lost learning (Title 1-5,192,00) PLC planning time with agenda that promotes unwrapping standards, assessments with rigor, and demonstrate purposeful planning.</p> | <p>STAR math monthly diagnostic reports, MAPS reports, formative and summative grade level common assessments, PLC notes and agendas, lesson plans, administrative observations. STPT/ PLC agendas and data review notes. Strategist data collection School tutoring and activity pre and post assessments and lesson plans.</p> | <p>PD agendas- August and Monthly training/ PLC agendas Academic/ Strategist. administration, and grade level chairs PLC data analysis will occur once a month- grade level team, and administration PLC/ Rigorous planning will take place three times each month- grade level teams and administration ANet Coaching Agendas and sign ins</p> | <p>N/A</p> |
|--|--|--|---|------------|

**Comments:**

We will continue to build on previous trainings and implementation of strategies from 2019-2020, 2020-2021. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teachers with understanding data and consistently using data to create effective Tier 1 instruction and Tier 2 and Tier3 intervention plans. Anet is emphasizing Rigor levels and practices in math. Leader in Me will be used at home and at school for prioritizing and effective life strategies.

| Action Step                             | Resources and Amount Needed  | List Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---|------------------------------|-------------------------|-----------------------------------|-------------------|
| <b>2.2 Family Engagement (Required)</b> |                              |                         |                                   |                   |
|   | Continuation From Last Year: |                         | <b>NCCAT-5 Indicators:</b>        |                   |

|   |   |   |   |            |
|---|---|---|---|------------|
| <p>Grade level chairs will meet with parents to discuss importance of math instruction and at home strategies. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Data conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. MAPS family Night to understand the law and gain insight into math strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792,00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110,00)</p> | <p>Teacher conferences- as needed, no cost<br/>Curriculum Nights- incentives to increase attendance (PIE budget- 600,00) Data parent trainings (Title Budget- 3 night- 2 hrs*22,00/hr*6 teachers- 792,00) Math and STEM materials for Parent Resource Center- (1,058,45- Title 1 funds)</p> | <p>STAR and MAPS data will be used to monitor student growth. Data notebooks-signed by parents- will be used to monitor conferences. Sign-in sheets and agendas will be kept to monitor attendance at family Literacy trainings. Resource center will be open daily during school hours September through May- sign-in sheet. Community resource sign in logs. FACES trainings- sign in sheets. Staff PD agendas and sign-in sheets</p> | <p>Parent conferences- as needed (within 30 days of deficit) Parent trainings- August- Stmath- primary and intermediate, September- Istation- primary and intermediate and Imagine Learning- combined and SBAC scores for parents- two sessions, October- STAR/AR- primary and intermediate, and November- Literacy Strategies at Home training- two sessions- Literacy Coach/ teachers RBG3/ MAPS parent trainings- September one after-school and one evening (each session K-1 and 2-3) Parent conferences- as needed (within 30 days of deficit) Parent trainings- August- Stmath- primary and intermediate, September- Istation- primary and intermediate and Imagine Learning- combined and SBAC scores for parents- two sessions, October- STAR- primary and intermediate, and November- Math Strategies at Home training- two sessions- teachers MAPS parent trainings- September one after-school and one evening (each session K-1 and 2-3)</p> | <p>N/A</p> |
|---|---|---|---|------------|

Comments:  
Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. During Virtual Learning- parent resources, trainings, and engagement activities will be conducted through Google Meets.

| 2.3 Curriculum/Instruction/Assessment (Required)  | Continuation From Last Year: Yes   | NCCAT-S Indicators:  | N/A  |
|---|--|--|--|
| <p>Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school tutoring/coaching for students to find lost learning (Title 1 Budget -5,192,00) Academic Supports Strategist for academic support through behavior and attendance strategies. Monthly attendance incentives will be provided to students with 1 or fewer absences.</p> | <p>STEAM teachers- two teachers for 39 hours total- 858,00 (Title III funded) Two CTTs for 4th and 5th grade lower quartile students- 28,800,00 (Title 1 funded budget) Two CTTs (one Kinder and one primary)-28,800,00 (Title 1 funded) One CTT for Behavior for learning and attendance (title 1 funded 14,400,00) Academic Supports (ASF) Strategist (ASF Budget -79,170) Reader and STAR monthly reading assessment- \$7,640,00 (Title 1 funded)</p> | <p>Monthly Intervention data<br/>Monthly STAR data Data from Khan Math MAP acceleratory, Stmath, Imagine Learning Tutoring and STEAM Club data- pre- and post- assessments. Behavior and attendance data Observation and Instructional Round data Strategist logs and data</p> | <p>STEAM Club for EL students October through December and January through March- GATE teacher and Admin will set up and two teachers will implement strategies. Interventions will take place daily and will be implemented by teachers and CTTs. AS Literacy Strategist will assist with coordinating data. GAP class will be held one hour each week by CTT to increase Khan Math and Stmath usage to close learning loss. Weekly data collections and review- Grade level chairs Tutoring for students with lost learning.</p> |

Comments:

Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism were not effective. Attempts will be made to positively and publicly reinforce students that have great attendance (one absence or less) each month. GAP classes and additional tutoring/coaching will be offered to help students with lost learning. Academic Supports Strategist will assist student with ready to learn behaviors in Tier 1 and Tier 3 and will support positive attendance strategies.

| 2.4 Other (Optional) | Continuation From Last Year: | NCCAT-S Indicators: |  |
|----------------------|------------------------------|---------------------|--|
|                      |                              | N/A                 |  |

Comments:

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

Based on the CNA, identify all that apply:

- General Education
  FRL
  ELL
  IEP
  Other

**Priority Need/Goal 3:**

Reduce the percent of students chronically absent from X% percent to Y% percent by 2022, as measured by CCSD Datalab, and reported on the NSPF.

**Root Causes:**

Students at French come from various countries and backgrounds. We are seeing an increase on children of trauma from domestic violence, homelessness, parents are incarcerated, and refugees. These students do not have ready to learn skills and must be taught skills. They also needs a diverse set of strategies from their teachers to help them with learning more than standards. These students are also high in absenteeism.

**Measurable Objective 1:**

Increase the average daily attendance "safe" rates for Quarter 1 by 70 %, Quarter 2 by 69.9%, Quarter 3 by 71% , and Quarter 4 (2022) by 72% compared to the same time period from the prior school year as measure by Infinite Campus/Data Lab.

**Measurable Objective 2:**

Students that are "Chronic" on state absenteeism data will decrease from 16.19% in Spring 2021 to 13.8% in Spring 2022,as measured by Infinite Campus/Chronic Absenteeism Visualization.

**Measurable Objective 3:**

Increase the number of ASF eligible students daily attendance "safe" rates from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

**Monitoring Status**

N/A

| ACTION PLAN  |   | MONITORING PLAN   |   |   |
|--|---|---|---|---|
| <p><b>Action Step</b><br/>(please only list one action step per box)</p> <p><b>3.1 Professional Development (Required)</b></p> | <p><b>Resources and Amount Needed for Implementation</b><br/>(people, time, materials, funding sources)</p> | <p><b>List Artifacts/Evidence of Progress:</b><br/>Information (Data) that will verify the action step is in progress or has occurred.</p> <p><b>Continuation From Last Year: Yes</b></p> | <p><b>List Timeline, Benchmarks, and Position Responsible</b></p> | <p><b>Monitoring Status</b></p> <p><b>NCCAT-S Indicators:</b></p> |

|   |  |  |   |            |
|---|--|--|---|------------|
| <p>Children of trauma classes will be taken from school Social Worker and through CCSD resources. Social Worker, Counselor, Academic Support Instructional Strategist and admin team will conduct home visits to get students to school. Learning Strategist will implement positive learning to learn behavior supports for ASF eligible students to support tier 1 instruction and collect data for attendance and behaviors. Support will also be provided to students in Tier 2 and 3 small groups. Leader in Me training and implementation for Tier1, 2, and 3 ( 37,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Leader in Me surveys to understand staff and student climate and areas of need- three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics. Implement Leader in Me strategies campus wide for improved culture. (35,000 grant, 7,500 general budget)</p> | <p>Learning strategist for Academic supports, including ready to learn behaviors and attendance strategies for support to staff and students (AS Budget -79,170 and strategic budget 8,848,40) Leader in Me surveys (Grant funded, 7,500 Strategic Budget) IM4 data collection tool for behaviors and attendance (599,00 General Budget)</p> | <p>Leader in me surveys IM4 data Sign in sheets and agendas Instructional Rounds Observations Behavior Plan data</p> | <p>Aug and on-going- School Social worker, FACES, Behavior Strategies, Leader in Me coach, and admin will implement trainings, as provided by CCSD. Boys Town model- PD sessions, PLC meetings. As needed home visits</p> | <p>N/A</p> |
|---|--|--|---|------------|

**Comments:**

Leader in Me and IM4 Trainings will be held throughout the year based on new student enrollments and needs. Behavior plans will be implemented August - June.

| Action Step  | Resources and Amount Needed  | List Artifacts/Evidence  | Timeline and Position Responsible  | Monitoring Status |
|--|--|--|--|-------------------|
| <p><b>3.2 Family Engagement (Required)</b></p>   | <p>FACES trainings-no cost Burlington grant fund for family needs- 1,000.00 Social Worker (grant funded) Leader in Me- 35,000 (grant) 7,500- general budget General budget Counselor (strategic Budget funded) French Boutique and food pantry (donations)</p> | <p>Continuation From Last Year: Yes<br/>Parent contact logs from Social Worker and Strategist. Home visit logs IC contact logs</p> | <p>Throughout the year- Social Worker, Guidance Counselor, Strategist, and Administration.</p> | <p>N/A</p>        |
| <p>Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections. During Virtual Learning Home visits will be conducted weekly on students with poor attendance- Chromebooks and hotspots will be offered. Canvas modeling will be conducted to help students get online. Home visits to get kids to leave home and assist them in arriving at school.</p> |  |  |  |                   |

**Comments:**

Needs and resources will be determined by each individual families unique situations. During virtual learning all parent trainings and engagement strategies will be conducted through Google meets.

|  |  |                                     |                            |            |
|--|--|-------------------------------------|----------------------------|------------|
| <p><b>3.3 Curriculum/Instruction/Assessment (Required)</b></p> |  | <p>Continuation From Last Year:</p> | <p>NCCAT-5 Indicators:</p> | <p>N/A</p> |
|--|--|-------------------------------------|----------------------------|------------|

**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) |
|--|--------------------------------------|---|--------------------|
| Fortune 500 grant                                | 40,000                               | Leader in Me coach, program training and tools  | Goal 3             |
| Title III  | \$7,194.00                           | After-school STEAM Club 3 teachers to implement a hands-on approach through science experiments to increase literacy, vocabulary, writing, and communication skills and teacher Prep- 440.00, Imagine Learning and needed supplies-6,750.00   | Goals 1 and 2      |
| SGF PIE  | 1,100.00                             | Curriculum Night Incentives.  | Goals 1 and 2      |
| Title 1  | 200,445.00                           | Off-ratio teacher in fifth grade- 64,550.93, five CTTS- 71,500.00, Anet coaching- 25,000, STmath K-2 3,499.00, Renlearn-8,328.78, Istation 10,806, Sub days for MAPS review and PLC planning 11,550, Extra duty pay- 5192.00, supplies 18,29.   | Goals 1, 2 and 3   |
| Title 1 PISA                                     | 2,004.45                             | MAPS data night for parents- 3 nights and 6 teachers (one per grade level) 2 hours each-792.00 7 nights for parent trainings (September, October, November, January, February, March, April) one hour and one person-154.00, Family resource center supplies-1,058.45 in materials.   | Goals 1, 2 and 3   |
| Strategic Budget                                 | 8,848.40                             | Split funded Academic Support Strategist.   | Goals 1, 2 and 3   |
| Strategic Budget                                 | \$3,098,399.31                       | Admin- full time principal and part-time AP-215,181.00 Teachers- 4 Kinder, 4 first, 4 second, 4 third, 3 fourth, 2 fifth, 4 specialists, Counselor- 2,288,478.99 Support staff- 416,879.82 Supplies- 55,000 Service Level Agreements (mandatory)- 119,020.38 Leader in Me- 7,500.00 Supplies, technology, conferences, and extra duty pay | None               |
| Strategic Budget                                 | 89,000                               | Literacy Coach to assist teachers with effective Tier 1 instruction, effective RTI plans, and compliance with RBG3 laws and procedures. Implementation of Cohort B trainings and strategies, Instructional Rounds and feedback sessions. (partial funding from Strategic Budget)  | Goals 1 and 3      |
| Academic Support Budget                          | 79,170.00                            | Learning strategist for students in the lower 25 percentile on MAPS and SBAC. Assist students with ready to learn behaviors and academic supports.  | Goals 1, 2 and 3   |

## COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

- 1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.**  
When a position becomes available at French, an extensive search is conducted in order to identify highly-qualified candidates. Applicants are screened based on experience, educational success, and recommendations from former employees and/or master teachers. They are interviewed by a team and selected based on set criteria. Once hired, teachers are provided support by on-site literacy coach and assigned a mentor teacher. They participate in collaboration with colleagues through PLC meetings, structured teacher planning time, and grade level meetings.
- 2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.**  
French welcomes families to volunteer and participate in school planning and activities. Administration and staff volunteers coordinate parent trainings and family nights. Parents learn how to read and understand student data relating to academic progress, and how to work with students at home on fluency, vocabulary, and basic homework skills. Administration holds monthly parent meetings for open discussions. Spanish translation is used on flyers and information sent home. We offer FACES trainings and use translators for the trainings. In 2019-2020 we opened a Family resource center that includes materials for all grade levels that align with standards to use at home. Social media is used to keep parents informed on events and trainings. Facebook live is used to assist working families with being involved in SOT, school meetings, and school trainings.
- 3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).**  
Preschool and kindergarten teachers will hold meetings regularly to ensure that academic expectations are being met. Students transitioning from Special Education Preschool spend time weekly exposed to typical peers participating in the regular classroom. Fifth grade teachers and counselors from middle school will discuss necessary steps for the transition to Middle School. Students will also visit the middle school and view a sampling of possible elective classes.
- 4. Identify the measures that include teachers in decisions regarding the use of academic assessments.**  
The School Leadership Team and the Response to Instruction Team analyze data, monitor the plans and ensure action steps are implemented. Feedback is gathered from each grade level through the decision-making process. Teacher cadre and grade level STPT regularly examine assessments and how to utilize information to improve instruction. Teachers meet monthly for STPT and grade level RTI to analyze assessments and benchmark data. Weekly PLC meetings are used to create and analyze common assessments. SOT data presentations occur monthly. The Leadership Team analyzes data trends and determines strategies for improving instruction and appropriations for the budget that are then presented to SOT.
- 5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts**  
Coordination of services and monies are monitored by administration and the team. Teachers are given opportunities to provide input in decision making. During RTI meetings, data meetings, and SPP meetings decisions are data driven. General funds provide materials and books. Title I funds are used for interventions, parent trainings, instructional materials, A Literacy Coach, Learning Strategist, Behavior and Attendance Mentor, technology, reading and math interventions and supports (STAR/AR and Stmath) and for parent trainings. EL funds support after school STEM intervention for identified EL students.

## Plan for improving the school climate

**Goal:**

Decrease the percent of parents who disagree or strongly disagree that "I know what goes on in my child's school", from 3.6% to 1.5% by June as measured by the CCSD Districtwide Survey.

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

3.6 % of parents on the 2019 District survey stated that they did not believe the school was effective at communicating what goes on in my child's school". Facebook live is used at Parent trainings, SOT, Second Cup of Coffee, and other school-wide meetings to assist all parents with a tool for obtaining information, participating in the decision-making process, and actively receiving information about their child's school. Parent information meetings will occur monthly through Google Meets. Parent Lighthouse Team will be established to help parents connect once a month.

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

Parentlink messages about Facebook live meetings will be sent out and number of received messages will be tracked. Facebook live number of participants will be monitored.

**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 survey results will in a decrease of 1.5% in previously mentioned areas and school surveys will be monitored to make sure all parents feel they are actively being communicated with and active participants in the school decision process. Google surveys will be sent out to monitor progress three times in the school year. Changes can be made based on the formative data.

## APPENDIX A - Professional Development Plan

### 1.1

Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost. Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Title 1 Budget) Accelerated Reader training for understanding data and supporting Tier 1 instruction- one training sessions and one data coaching session( 325.00 Strategic Budget- August) Focus will continue, through monthly PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. RBG3 to train Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy(Strategic Budget funding). PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Full day MAPS data analysis for teachers after fall and winter MAPS (3,300 Title 1 budget). Monthly PLC to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the RBG3 Coach to make sure Tier 1 instruction is effective and engaging. Learning strategist for creation MTSS for students with learning deficits- scoring in the lower 25 percentile on MAPS and SBAC. (Split funded ASB funds- strategist-79,170, 8,848.40- continue to assist staff with using standards to drive instruction and assessments at high levels (25,000-Title One) During Virtual learning Tier 1,2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during independent learning. Teacher PLC will be daily during preps and half day on Wednesdays.

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

Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels.

### 2.1

Anet training to support math through coaching of teachers and intervention groups for students (Title 1 budget- 25,000) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 math blocks. interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels with rigor in math. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (ASF Budget -79,170 and strategic budget 8,848.40) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Sub day to allow teachers analyze MAPS data and plan instruction (11,500-Title 1-) Monthly PLC day to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds- September and January by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968.00- strategic budget) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels. During Virtual learning Tier 1,2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during independent learning. Teacher PLC will be daily during preps and half day on Wednesdays. Leader in Me trainings to help staff and students with habits of effective learning.(Strategic budget- 7,500)

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

Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels. Leader In Me trainings for continued implementation and data notebooks for students.

### 3.1

Children of trauma classes will be taken from school Social Worker and through CCSD resources. Social Worker, Counselor, Academic Support Instructional Strategist and admin team will conduct home visits to get students to school. Learning Strategist will implement positive learning to learn behavior supports for ASF eligible students to support tier 1 instruction and collect data for attendance and behaviors. Support will also be provided to students in Tier 2 and 3 small groups. Leader In Me training and implementation for Tier1, 2, and 3 ( 37,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Leader in Me surveys to understand staff and student climate and areas of need- three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics. Implement Leader In Me strategies campus wide for improved culture. (35,000 grant, 7,500 general budget)

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

All staff will attend Children of Trauma trainings to better understand the social and emotional needs of all of our students. Attend the MTSS trauma conference to create MTSS plan for school. Leader In Me training for all school staff. PD for implementation of Sanford Harmony.

## APPENDIX B - Family Engagement Plan

### 1.2

Action Step RBG3 Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS Family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00) After-school tutoring for students that have lost learning due to virtual learning.

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

### 2.2

Grade level chairs will meet with parents to discuss importance of math instruction and at home strategies. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Data conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. MAPS Family Night to understand the law and gain insight into math strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00)

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

### 3.2

Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections. During Virtual Learning Home visits will be conducted weekly on students with poor attendance- chromebooks and hotspots will be offered. Canvas modeling will be conducted to help students get online. Home visits to get kids to leave home and assist them in arriving at school.

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

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

Increase the percent of third grade students proficient in English language arts (ELA) from X% percent to Y% percent by 2022, as measured by state summative assessments (SBAC).

**Measurable Objective(s):**

- Increase the percent of students scoring in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2022 as measured by STAR.
- Increase the percent of students scoring above the 60th percentile in ELA from X% (fall) to Y% (winter) to Z% (spring) by April 2022 as measured by MAP Growth Assessment.
- Increase the percent of third grade students proficient in English Language Arts from X% Fall 2021, Y% Winter 2021, Z% by 2022 as measured by grade level common assessments.
- During the 2021-2022 school year, the number of "At-Risk" students, in grades K-2, will decline from X% on Fall 2021 to Y% on Winter 2021, to Z% on Spring 2022 as measured by MAPS ELA assessment.
- Increase the number of ASF eligible students meeting or exceeding growth projections in reading from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

|               |
|---------------|
| <b>Status</b> |
| N/A           |

**Comments:**

**1.1 Professional Development:** We will continue to build on previous trainings and implementation of strategies from 2019-2020 and 2020-2021. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teachers with understanding data and consistently using data to create effective Tier 1 instruction and Tier2 and Tier3 intervention plans. School Organization Team (SOT) determined SPP needed to include goals and strategies to help guide the big academic picture and student progress.

**1.2 Family Engagement:** Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. Resources will be added at parent request or school identified needs. During Virtual learning parent trainings and engagement strategies will be offered through Google Meets.

**1.3 Curriculum/Instruction/Assessment:** Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism have had a small impact through home visits and pick-ups and incentives/daily contacts when present. Strategies will be continued that include creating an awareness of the importance of attendance for students and families. Behavior strategies for all tiers will be implemented. Long-range plans and daily lesson plans will include Tier 1 -Tier 3 strategies for supporting students with behavior needs. All staff will be trained.

**1.4 Other:**

|  |                 |  |                    |
|--|-----------------|--|--------------------|
|  | <b>Mid-Year</b> |  | <b>End-of-Year</b> |
|--|-----------------|--|--------------------|

|            |  |  |
|------------|--|--|
|            | <p>Professional Development time will be used to focus on effective Tier 1 strategies- no cost. STPT and PLC time will be focused each week on data driven strategies for teaching and assessing standards- no cost. Quarterly STPT half day planning- 1,210.00/Quarter (4,840 from Title 1 Budget) Accelerated Reader training for understanding data and supporting Tier 1 instruction- one training sessions and one data coaching session( 325.00 Strategic Budget- August) Focus will continue, through monthly PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 reading blocks. RBG3 to train Certified Temporary Tutors will be used to implement Tier 2 and Tier 3 interventions for students that are struggling in Literacy(Strategic Budget funding). PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Full day MAPS data analysis for teachers after fall and winter MAPS (3,300 Title 1 budget). Monthly PLC to review monthly benchmarks, RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the RBG3 Coach to make sure Tier 1 instruction is effective and engaging. Learning strategist for creation MTSS for students with learning deficits- scoring in the lower 25 percentile on MAPS and SBAC. (Split funded ASB funds- strategist-79,170, 8,848.40-strategic budget- ) and to support teachers on strategies for student academic management and family supports for attendance to promote time in school for learning. Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels (25,000-Title One) During Virtual learning Tier 1,2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during Independent Learning. Teacher PLC will be daily during prep and half day on Wednesdays.</p> |  |
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps | <p>Action Step RBG3 Coach will implement trainings for parents and families to assist with understanding of third grade literacy skills and development and with strategies for assistance at home. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Read by Three required conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. Read By Grade Three and MAPS family Night to understand the law and gain insight into literacy strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/1r- 2 Teachers @ 1 hr each over 9 months- 792.00) January "Get the Scoop" Parent Maps and school-wide data share for all families (Strategic budget- 110.00) After-school tutoring for students that have lost learning due to virtual learning.</p>   |  |
| 1.2        |  |  |
| Progress   |  |  |
| Barriers   |  |  |

|            |   |  |
|------------|---|--|
| Next Steps |   |  |
| 1.3        | Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school tutoring to find lost learning(Title 1 5192- extra duty pay 236@22/hr) After-school activities for students of depression and trauma. MTSS behavior supports for students to access instruction (Academic Supports funds-79,170 and strategic budget 8,848,401) |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |
| 1.4        |   |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

All students, K-5, will increase proficiency in math from X% to Y% by 2022, as measured by MAPS assessments.

**Measurable Objective(s):**

- Increase the percent of students scoring above the 61th percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022, as measured by MAP Growth Assessment.
- Decrease the percent of students scoring at or below the 61st percentile in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.
- Increase the number of ASF eligible students meeting or exceeding growth projections in math from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

|               |
|---------------|
| <b>Status</b> |
| N/A           |

**Comments:**

**2.1 Professional Development:** We will continue to build on previous trainings and implementation of strategies from 2019-2020, 2020-2021. Data will be used to reflect on impact of strategies being implemented and to determine areas of improvement and areas of need. Administration/Coach meetings will assist teachers with understanding data and consistently using data to create effective Tier 1 instruction and Tier 2 and Tier3 intervention plans. Anet is emphasizing Rigor levels and practices in math. Leader in Me will be used at home and at school for prioritizing and effective life strategies.

**2.2 Family Engagement:** Families are a vital part of our Literacy Team. Trainings will be offered to parents to assist them with understanding literacy skills and how to support their child at home. Resource lists and materials will be provided for our parents assisting with connections to literacy in the community. A math and literacy resource center will be established to assist parents with manipulatives, resources, and strategies to use at home. During Virtual Learning- parent resources, trainings, and engagement activities will be conducted through Google Meets.

**2.3 Curriculum/Instruction/Assessment:** Effective interventions and supports are vital for students that do not master Tier 1 content and curriculum. Monitoring through data collection will determine the effectiveness strategies used for each student and to determine next action steps for Literacy mastery. Previous attempts at targeting students with chronic absenteeism were not effective. Attempts will be made to positively and publicly reinforce students that have great attendance (one absence or less) each month. GAP classes and additional tutoring/coaching will be offered to help students with lost learning. Academic Supports Strategist will assist student with ready to learn behaviors in Tier 1 and Tier 3 and will support positive attendance strategies.

**2.4 Other:**

|  |                 |  |                    |
|--|-----------------|--|--------------------|
|  | <b>Mid-Year</b> |  | <b>End-of-Year</b> |
|--|-----------------|--|--------------------|

|            |   |  |
|------------|---|--|
| 2.1        | <p>Anet training to support math through coaching of teachers and intervention groups for students (Title 1 budget- 25,000) Focus will continue, through PD, on Cohort B EL trainings to make sure literacy strategies continue to be implemented, PD on grade level common assessments. RBG3 Coach will continue to work with grade levels and individual teachers on strategies for rigor in Tier 1 instruction and on implementing differentiated small groups during Tier 1 math blocks. interventions for students that are struggling in Literacy. PD days will include trainings for effective instruction at all levels with rigor in math. Strategist for behavior and attendance supports for students and teachers to help all students access instruction. (ASF Budget -79,170 and strategic budget 8,848,40) PD in August and December on analyzing proficiency and growth data and how to use it to drive instruction. Sub day to allow teachers analyze MAPS data and plan instruction (11,500-Title 1-) Monthly PLC day to review monthly benchmarks. RTI goals and plans, grade level common assessments, and reflection on teaching practices. Coach and administration will attend sessions. Instructional rounds will be conducted weekly by administration and the Literacy Coach to make sure Tier 1 instruction is effective and engaging. Two sets Instructional Rounds- September and January by teachers to provide feedback to colleagues and leadership about Literacy practices across the campus- (968,00- strategic budget) Anet trainings will continue to assist staff with using standards to drive instruction and assessments at high levels. During Virtual learning Tier 1, 2, and 3 small groups will be conducted by teachers, CTTs, and RBG3 Coach. Tier 2 and 3 will occur daily. 1 station and Maps Accelerator will be used during independent learning. Teacher PLC will be daily during preps and half day on Wednesdays. Leader in Me trainings to help staff and students with habits of effective learning.(Strategic budget- 7,500)</p> |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |
| 2.2        | <p>Grade level chairs will meet with parents to discuss importance of math instruction and at home strategies. Guidance Counselor will survey parents for their needs and conduct FACES trainings for parent determined needs. Data conferences will be held with all families of students that are not performing at grade level as measured by STAR and MAPS assessments. Curriculum Nights will be offered to families to provide strategies and resources for a home-school connection. MAPS family Night to understand the law and gain insight into math strategies and resources. A family resource center will be continued using Title funds and FACES resources. Materials and supplies will be available and trainings will be provided on how to help students in reading and math concepts at home. Interpreter will be used at trainings to assist families with comprehending in their Native language. (Spanish speaker, all other languages in google translate) Portable "Community Resource Center will be offered in Apartment Community Centers on Saturdays to assist families with accessing Family Resource materials, books, and homework help. (Strategic Budget- 22/hr- 2 teachers @ 1 hr each over 9 months- 792,00) January "Get the Scoop" Parent Maps and school-wide data share for all families.(Strategic budget- 110,00)</p>   |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |

|            |  |  |
|------------|--|--|
| 2.3        | Implement differentiated instruction for students during Tier 1 instruction. Provide skill based interventions, using CTTs, for Tier 2 and Tier 3 students that are not at grade level. Students not receiving Tier 2 and Tier 3 instruction will be assigned independent tasks based on literacy levels on AR and Imagine Learning. After-school STEAM interventions will be provided for additional language acquisition for ELL students. After-school tutoring/coaching for students to find lost learning (Title 1 Budget -5,192.00) Academic Supports Strategist for academic support through behavior and attendance strategies. Monthly attendance incentives will be provided to students with 1 or fewer absences. |  |
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps |  |  |
| 2.4        |  |  |
| Progress   |  |  |
| Barriers   |  |  |
| Next Steps |  |  |

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

Reduce the percent of students chronically absent from X% percent to Y% percent by 2022, as measured by CCSD Datalab, and reported on the NSPF.

**Measurable Objective(s):**

- Increase the average daily attendance "safe" rates for Quarter 1 by 70 %, Quarter 2 by 69.9%, Quarter 3 by 71% , and Quarter 4 (2022) by 72% compared to the same time period from the prior school year as measure by Infinite Campus/Data Lab.
- Students that are "Chronic" on state absenteeism data will decrease from 16.19% in Spring 2021 to 13.8% in Spring 2022, as measured by Infinite Campus/Chronic Absenteeism Visualization.
- Increase the number of ASF eligible students daily attendance "safe" rates from X% (fall) to Y% (winter) to Z% (spring) by May 2022 as measured by the MAP Growth Assessment.

|               |
|---------------|
| <b>Status</b> |
| N/A           |

**Comments:**

- 3.1 Professional Development:** Leader in Me and IM4 Trainings will be held throughout the year based on new student enrollments and needs. Behavior plans will be implemented August - June.
- 3.2 Family Engagement:** Needs and resources will be determined by each individual families unique situations. During virtual learning all parent trainings and engagement strategies will be conducted through Google meets.
- 3.3 Curriculum/Instruction/Assessment:**
- 3.4 Other:**

|          | Mid-Year  | End-of-Year |
|----------|---|-------------|
| 3.1      | Children of trauma classes will be taken from school Social Worker and through CCSD resources. Social Worker, Counselor, Academic Support Instructional Strategist and admin team will conduct home visits to get students to school. Learning Strategist will implement positive learning to learn behavior supports for ASF eligible students to support tier 1 instruction and collect data for attendance and behaviors. Support will also be provided to students in Tier 2 and 3 small groups. Leader in Me training and implementation for Tier 1, 2, and 3 ( 37,000 grant funded and 7,500 Strategic Budget) Sanford Harmony Trainings and supports for Tier 1 instruction embedded in reading, writing, and Health Leader in Me surveys to understand staff and student climate and areas of need- three times per year (free surveys) Behavior and Attendance team to determine areas of growth and need (monthly meeting to review data) Staff training on behavior strategies/MTSS (4 PD days) PLC monthly for strategy implementation and embedding into academics. Implement Leader in Me strategies Campus wide for improved culture. (35,000 grant, 7,500 general budget) |             |
| Progress |   |             |
| Barriers |   |             |

|            |   |  |
|------------|---|--|
| Next Steps |   |  |
| 3.2        | Social Worker, Guidance Counselor resources for assistance with the needs families of trauma may have. Strategist for working with students and families on home school connections. During Virtual Learning Home visits will be conducted weekly on students with poor attendance- chromebooks and hotspots will be offered. Canvas modeling will be conducted to help students get online. Home visits to get kids to leave home and assist them in arriving at school. |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |
| 3.3        |   |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |
| 3.4        |   |  |
| Progress   |   |  |
| Barriers   |   |  |
| Next Steps |   |  |