



Clark County School District

French Elementary

School Performance Plan: A Roadmap to Success

French Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: [Tammy Villarreal-Crabb \[French ES\]](#)

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Phone: 702-799-7730

School Designations: Title I MRI CSI TSI ATSI

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Our SPP was last updated on 10/19/23



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/doris_french_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

| Name | Role |
|--|--|
| Tammy Villarreal-Crabb | Principal(s) <i>(required)</i> |
| Tori Goldstein | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Shawn Garreffa, Tammy Fogg, Robert McGoldrick, Joanna Bennett, AJ Odoms-Mayo, Meghan Long, Marvin Hermogino, Dorian Hermogino, Michaela Mofford, Kari Bono, Wesley Kittel, Belinda Smith | Teacher(s) <i>(required)</i> |
| Sarah Gunn | Paraprofessional(s) <i>(required)</i> |
| Breighanah Combs, William Vanyo, John French | Parent(s) <i>(required)</i> |



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
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| Principal's Advisory Meeting | 5/9/23 | <ul style="list-style-type: none">• Team reviewed data and wants goals to remain the same, but add support for SPED and EL in the Tier 1 setting, additional support for new teachers are needed.• Implement front loading for EL and SPED students through books in native language or audio books and reading English through complex text strategies. |
| School Organizational Meeting/Parent Meeting | 5/19/23 | <ul style="list-style-type: none">• Team reviewed data and wants goals to remain the same, adjustments were made to all goals.• PLC time is working. |
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

| Student Success | | | |
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| | Student Performance | Social and Emotional Learning | Access to Rigorous Texts and Tasks |
| Data Reviewed | MAPS, STAR, SBAC, WIDA, Formative and Summative grade level assessments. 40th percentile -95.65, 41st-60th percentile- 43.5%, 70th percentile- 0. | Panorama survey, IC and FocusEd Behavior data | Professional learning on Text sets, writing to assess reading (provided by Anet), lesson plans, observations, PLC agendas |
| | Areas of Strength: SPED students demonstrated growth on all assessments in 2021. | | |
| | Areas for Growth: EL students did not demonstrate growth on assessments. Lesson plans were not consistently scaffold. Observations demonstrated inconsistent scaffolding. Inconsistent data driven PLC meetings. | | |
| Problem Statement | Overall reading proficiency is low for students with IEPs and students that are EL. Students who are low in reading will continue to fall behind due to the need to build on prior knowledge. On the District survey 33.3% of students stated "intelligence is something that I can't change very much". | | |
| Critical Root Causes | Students have had a lack of exposure to Tier 1 instruction- Resource pullout, EL lack of connectivity or resources during virtual learning, scaffolding in the classroom does not support all students access to Tier 1 instruction- WIDA level 3 and 4 students were not provided scaffolds needed, Level 1 and 2 were provided sufficient supports. | | |

Part B

| Student Success | |
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| School Goal: Differentiated supports will be implemented for high need groups (ELL, SPED, Complex trauma) to rebound from lost learning will be | Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth. |



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| <p>observed in 75% of Instructional Walkthroughs by the end of the year.</p> <p>Increase the percent of students meeting or exceeding the established growth target in reading from 0% (winter) to 5% (spring) by 2024, as measured by the MAP® Growth™ Assessments.</p> | |
| <p>Improvement Strategy: English Language Learners will have equitable access to high quality, standards based Tier 1 instruction through the implementation of the Teaching and Learning cycle. Equitable access to high quality, standards based Tier I instruction through the implementation of the Teaching and Learning Cycle.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision Math 2020 - level 3, HMH Into Reading- level, Exact Path- level, MAP Growth Assessments- level 2, Analyze data in PLC's- level 3.; HMH Into Reading - level 2, Exact Path - level 2, MAP Growth Assessments - level 2, Analyze data in PLC's - level 3</p> | |
| <p>Intended Outcomes: All ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.</p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none">● Sentence Frames Professional Learning and implementation into instruction.● Can do statements Professional Learning and implementation into instruction.● Vocabulary- identify and front load, Professional Learning and implementation into instruction.● Realia Professional Learning and implementation into instruction.● Instructional Rounds and Observations will be conducted by the administration and Leadership Team to review implementation and quality of implementation.● Text sets for scaffolding/access to complex text/ Professional Learning provided by Anet● Phonemic Awareness strategies for all grade levels to increase proficiency in reading● CTTs for interventions and Tier 1 small group supports.● ULD training by EL department (four sessions) with implementation ideas for ELA and Math● STEAM Club for vocabulary, ELA, and language● Kagan strategies training to help students increase language development● Small group front loading of text to EL students through native language books and English Complex Text strategies● Training for parents on how to assist students in all content areas.● Resources for families in our family curriculum center.● Monthly PLC time for planning and reviewing data for each grade level● Paid PLC time after school for planning and data review | |



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| <p>Resources Needed:</p> <ul style="list-style-type: none">● <i>PL: Text sets, Can Do statements implementation, vocabulary resources, Sentence frames, Realia resources, Anet PL, Heggerty Closing the Achievement Gap- grades 3-5, Heggerty Phonemic Awareness for all grades, EL strategist, EL trainings, Lesson plans for STEAM sessions, PLC agendas that assist with scaffolding for all students, KAGAN training, ULD training, training on Complex text, HMH Into Reading</i> |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Consistent implementation, Teachers to implement high quality instruction, Subs for PLC meetings, students to attend sessions consistently. Teacher shortage- talk to HR about any new candidates. Substitute shortage- talk to HR about possible subs, Students not attending consistently- call parents and if continues remove from the program and add additional students.</i> |
| <p>Improvement Strategy: <i>Special Education students will have more access to Tier 1 instruction and additional support in the Tier 1 environment.</i></p> |
| <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision Math 2020 - level 3, ANet - aligning instruction to standards - level 4, HMH Into Reading-level 2, Exact Path-level 2, MAP Growth Assessments- level 2, Analyze data in PLC's- level 3.</i></p> |
| <p>Intended Outcomes: <i>Students with IEPs will have additional access to Tier 1 instruction with supports to increase their reading and math proficiency, as observed in observations and instructional rounds.</i></p> |
| <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Sentence Frames PD</i>● <i>IEP goal reviews</i>● <i>Vocabulary- identify and front load PD</i>● <i>Realia PD</i>● <i>Increased access to Tier I instruction</i>● <i>Text sets for scaffolding and access to complex text Professional Learning by Anet</i>● <i>CTTs for interventions and Tier 1 small group support in the Tier 1 setting.</i>● <i>KAGAN training to assist all students with using discourse to increase understanding and discourse strategies</i>● <i>Teacher understanding of Dyslexia and struggling reading strategies.</i>● <i>STEAM sessions to assist students with language and vocabulary development.</i>● <i>Training for parents on how to assist students in all content áreas.</i>● <i>Resources for families in our family curriculum center.</i>● <i>Monthly PLC time for planning and reviewing data for each grade level</i>● <i>Paid PLC time after school for planning and data review</i> |
| <p>Resources Needed:</p> |



- *Anet training, people for support in Tier 1 instruction, realia resources, vocabulary frontloading training, Training on Complex Text, MyOn for differentiated reading material, audio text access, Training on Dyslexia*

Challenges to Tackle:

- *Consistent implementation, Teachers to implement high quality instruction, Subs for PLC meetings, students to attend sessions consistently Teacher shortage- talk to HR about any new candidates. Substitute shortage- talk to HR about possible subs, Students not attending consistently- call parents and if continues remove from the program and add additional students.*

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

English Learners:

- Sentence Frames Professional Learning and implementation into instruction.
- Can do statements Professional Learning and implementation into instruction.
- Vocabulary- identify and front load, Professional Learning and implementation into instruction.
- Realia Professional Learning and implementation into instruction.
- Text sets for scaffolding/access to complex text/ Professional Learning provided by Anet
- STEAM Academy with targeted supports for reading and language acquisition

Foster/Homeless:

- Plans for time not spent in school (Canvas access)
- Additional supports for Tier 2 and Tier 3 interventions
- After-school supports/STEAM Club to support SEL and gaps in learning
- Small group sessions with Counselor

Free and Reduced Lunch:

- Additional supports for Tier 2 and Tier 3 interventions
- After-school supports/STEAM Club to support SEL and gaps in learning

Migrant: N/A

Racial/Ethnic Minorities:

Vocabulary- identify and front load, Professional Learning and implementation into instruction.

- Realia Professional Learning and implementation into instruction.
- Text sets for scaffolding/access to complex text/ Professional Learning provided by Anet
- Classroom material that allows children to see themselves represented in novels, authors, and problem solving.



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| <p>Students with IEPs:</p> <ul style="list-style-type: none"> ● Sentence Frames PD ● IEP goal reviews for significance and value of goals ● Vocabulary- identify and front load PD ● Realia Pd ● Increased access to Tier I instruction ● Text sets for scaffolding and access to complex text Professional Learning by Anet |
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Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
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| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| Data Reviewed | <i>Lesson plans, Tier 1 strategies</i> | <i>Leadership meetings, Observations, Instructional Rounds,</i> | <i>PLC agendas, PL alignment and review of implementation</i> |
| | <i>Areas of Strength: PLC meetings are happening monthly</i> | | |
| | <i>Areas for Growth: Using data to drive planning, implementing high levels of Tier 1 consistently</i> | | |
| Problem Statement | <i>Tier 1 instruction is not consistently strong across the grade levels. PLC time is often used for discussing lesson plans and does not always include analyzing student data.zing student data.</i> | | |
| Critical Root Causes | <i>Time for planning is often limited due to prep buyouts and substitute shortages. More time is needed to help teams come together to look at data and to plan high quality instruction for all students.</i> | | |

Part B

| Adult Learning Culture | |
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| School Goal: <i>By the end of the school year, 80% of PLC meeting agendas</i> | STIP Connection: <i>Goal 2: All students have access to effective</i> |



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| <p><i>and observations will demonstrate that data is used in a quick and effective manner to drive high quality instruction for all students.</i></p> | <p><i>educators.</i></p> |
| <p>Improvement Strategy: <i>Increase the quality of Tier 1 instruction through PLC+ strategies that use the teaching and learning cycle to plan and analyze/respond with rigorous teaching practices.</i></p> | |
| <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff through professional development - level 1, Analyze data in PLCs - level 3.</i></p> | |
| <p>Intended Outcomes: <i>PLC meetings will allow teachers to use grade level assessment data and STAR data to determine rebound learning that is needed to help students fill gaps needed to master grade level standards, as demonstrated through PLC agendas and PLC meeting discourse and lesson planning.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> ● PD on PLC +unwrapping standards, learning intentions, and using pacing guides to plan for rebound learning that may be needed and for high quality Tier 1 instruction. ● PLC implementation of Vertical Alignment to determine potential gaps from virtual learning. ● Text sets for scaffolding/access to complex text ● Grade level common assessments- learn how to create and use formative assessments that vertically align standards and help target rebound learning needed to master grade level standards. ● CHAMPS training to improve Tier 1 behaviors in the learning environment ● Peer reviews of assessments and text sets to determine alignment and effectiveness in helping all students reach Tier 1 targets. ● PLC Plus strategies used during each PLC meeting to create an understanding of where we are and where we are going ● Create clear directions and expectations for teachers on what is expected and the implemented during PLC time to increase Tier 1 instruction rigor and for all cultural aspects of campus ● Leadership Team reviews data and determines next steps ● Student data notebooks will be used to record student Tier 1 goals and student action steps- teachers will monitor | |
| <p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Anet coaching in PLC meetings, Anet PD on Tier 1 instruction and Text Sets, Time for PLC meetings weekly and monthly, grade level common assessments through Exemplars, Text sets, CHAMPS materials and PD, Anet website, Pacing guides from Curriculum Engine, Concept Mapping Website, PLC+ trainings</i> | |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Creating time for PLC meetings to occur weekly and monthly, rapid analyzing of assessments to drive instruction and rebound learning. Working on solutions- dependent on availability of subs.</i> | |



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

English Learners: Plan instruction using Can Do statements, significant vocabulary/realia, and sentence frames

Foster/Homeless: Determine possible gaps and strategies for days not in class to make sure instruction is not skipped.

Free and Reduced Lunch: Plan strategies to support Goal 1.

Migrant: N/A

Racial/Ethnic Minorities: Use instructional materials that allow all students to see authors, characters, and socially relevant issues that reflect individual diversity.

Students with IEPs: Plan instruction with scaffolding for IEP goals of students enrolled. Determine vocabulary/realia and sentence frames needed.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
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| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <i>Panorama surveys, LIM survey, CCSD Climate survey, FocusED discipline data, counselor referrals</i> | <i>CCSD Climate survey, LIM survey</i> | <i>CCSD Climate survey, LIM survey</i> |
| | <i>Areas of Strength: 85% of students have a supportive relationship, 13% decrease in number of students that need extra support</i> | | |
| | <i>Areas for Growth: Students having a sense of belonging at school, Decreasing number of RMI referrals, decreasing number of bullying referrals, Students requesting assistance</i> | | |
| Problem Statement | <i>Students of Complex Trauma are students that tend to be chronically absent, not proficient, low on growth targets, and have more discipline referrals (111 major disciplines) than their peers. We need supports to help these students with basic needs, behavior strategies, and closing the achievement gaps. On the District survey 62.1% of students stated they could calm themselves down and 77% knew where to go for assistance and help.</i> | | |
| Critical Root Causes | <i>Children of complex trauma are lacking in basic needs, have trust issues and behavior concerns/referral, are chronically absent, perform low on MAPS assessments and classroom assessments, and are under performing due to poor attendance or challenges that are outside the school.</i> | | |

Part B

| Connectedness | |
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| School Goal: Decrease the number of major behavior incidents (111) from 40 events(quarter 1) to 30 (quarter 2) to 20 (quarter 3) to 15 (quarter 4) by 2024 as measured by IC behavior data. | STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated. |
| Improvement Strategy: Strategist will work with counselor and administrators to do check-ins and academic and behavior supports in the classroom to help students acquire ready to learn behaviors. Counselor and strategist will work together to help students understand their circle of influence and how to manage influences that they are not able to control. | |



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| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Harmony - level 2; Leader in Me - level 4, Creating a positive school climate and culture (3), Creating a Positive School Climate and Culture (3)</i> |
| Intended Outcomes: <i>Students will have access to a variety of wraparound and SEL supports to help them feel supported at school. Students will know where to go for help and learn strategies for self control and problem-solving.</i> |
| Action Steps: <ul style="list-style-type: none">● Restorative practices strategies for problem solving● Leader in Me strategies to help all students gain a sense of belonging and see their own value● Classroom communities to help students feel accepted and gain strategies to discuss issues● Whole group lesson schedule to assist Tier 1 behavior support- based on classroom needs● Small group lessons on behavior targets and how to implement the strategies● MLT meetings- determine supports students need and review data for success● SEL embedded in Literature standards.● Restorative Practices to help students understand what is happening and what should be happening● CHAMPS Tier 1 behavior expectations● French Boutique for food and clothing resources● Refer students to the Clinical Therapist for mental and emotional assistance● Referral to Boys Town for Behavior, goal setting for attendance and behaviors, and small groups counseling.● Consistent Tier 2 and 3 behavior plans● School-wide behavior incentives |
| Resources Needed: <ul style="list-style-type: none">● CHAMPS PD, Sanford Harmony Kits, LIM training, Classroom Community strategies, PLC time to determine SEL connections in novels and text, training for restorative practices, food and clothing donations, staff for home visits of chronically absent students. Access to therapist on location, Boys' Town services, Behavior Strategist, and restorative practice team. |
| Challenges to Tackle: <ul style="list-style-type: none">● Meeting the needs of so many students in an efficient and equitable manner. A tier system will be used to make sure students in crisis are addressed rapidly. |
| Equity Supports. What, specifically, will we do to support the following student groups around this goal? |
| English Learners: After-school supports through STEAM Club language acquisition throughout the year. Restorative practices to help students grow and learn appropriate school interactions. Leveled text to help students access the grade level curriculum through scaffolding. Imagine Learning to help with language acquisition. Small groups to help close gaps. |



Foster/Homeless: Support from a strategist that assists students with SEL, school appropriate behaviors, and rebound learning. Foster child plan and small groups through our Guidance Counselor. Small group instruction to close learning gaps.

Free and Reduced Lunch: Effective Tier 1 instruction, small group supports, restorative practices to help students with school readiness behaviors, support for clothing and food- as needed, home visits and family assistance from MLT team.

Migrant: N/A

Racial/Ethnic Minorities: Tier 1 instruction that is effective and inclusive. Restorative practices to help students grow and learn appropriate school interactions. Leveled Text to support scaffolding to Tier 1 instructions. Support from a strategist that assists students with SEL, school appropriate behaviors, and rebound learning. After-school STEAM Club to extend the school day and Tier 1 instruction. Small group instruction to close learning gaps.

Students with IEPs: Greater access to Tier 1 instruction- more time in Tier 1 with push in supports instead of isolation in the resource room. Leveled reading material to scaffold access to Tier 1 instruction. After-school STEAM Club to help with extended school day and learning.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

| Funding Source | Amount Received for Current School Year | Purpose(s) for which funds are used | Applicable Goal(s) |
|------------------------|---|--|--|
| General Funds | \$3,276,537.20 | Staffing and supplies (second half of Counselor and Second half of AP), Class size reduction teachers, reading material, STEAM tutoring sessions for all students, MATH Strategist | Student Success Adult Learning Culture Connectedness |
| At-Risk Weighted Funds | \$83,386.50 | Behavior Strategist | Student Success Adult Learning Culture |
| EL Weighted Funds | \$202,395.28 | Class-size reduction teachers, Imagine Learning | Student Success |
| Title I | \$433,650.00 | Teachers for class size reduction, CTTs for Reading and Math interventions, Computer programs and STAR assessments, Title 1 pre-K | Student Success Adult Learning Culture Connectedness |
| Title III - EL funds | \$7,854.00 | After-School STEAM Academy | Student Success |