Clark County School District

French Elementary

2021-2022 School Performance Plan:
A Roadmap to Success

Doris French Elementary has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Tammy Villarreal-Crabb for more information.

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School Designations: ■ Title I ❑ CSI ❑ TSI ❑ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
School	552	.36%	4.1%	52.9%	12.8%	19.5%	.7%	9.6%	21.1%	18.7%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			**ELA**			**Science**	**ELPA**	
Academic Year	**School/ District**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Growth (MGP)**	**Growth (AGP)**	**Proficiency**	**Proficiency**	**Growth (AGP)**
2018	**School**	50.44%	38.86%	33.86%	63.27%	54	5906%	14%	17.5%	55.22%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	**School**	48.8%	54	44.9%	54.2%	35	54%	21.5%	14.9%	57.6
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.8%	43.1%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	435	435	442
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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)** *(required)*
Tori Goldstein	**Other School Leader(s)/Administrator(s)** *(required)*
Jennifer Steele, Tammy Fogg, Robert McGoldrick	**Teacher(s)** *(required)*
Judith Zacker	**Paraprofessional(s)** *(required)*
Breighanah Combs. William, Vanyo, John French	**Parent(s)** *(required)*

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 1(SOT)	8/20/21	9	SBAC data
Event 1 (Staff/ Leadership)	9/13/21	26	Few students at grade level on MAPS and STAR
Event 2 (SOT)	9/17/21	9	Plan created for rebound learning
Event 3 (SOT)	9/21/21	9	Significant growth on STAR reading and math
Event 1-3 (Leadership Team)	9/30/21	13	Foundational skills, number sense, place value- greatest concerns
Event 3-5 (Staff)	10/4/21	35	Significant growth on STAR reading and math Root cause- reading foundational skills, math- place value for estimating rounding, and regrouping.
Event 3-5 (SOT)	10/15/21	10	Aligned with Staff findings. IEP students need more Tier 1 instruction, strategies for ELL students language acquisition

School Goals

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

Inquiry Area 1 - Student Success

Part A

	Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*Formative and Summative grade level common assessments, Monthly STAR, MAPS*	*Panorama survey*	*Professional Learning on Text sets provided by Anet- review of text sets and lesson plans*
Problem Statement	*Differentiated supports are needed for high needs groups.*		
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.*		

Part B

Student Success	
School Goal: *Differentiated supports will be implemented for high need groups (ELL, SPED, Complex trauma) to rebound from lost learning will be observed in 75% of Instructional Walkthroughs by the end of the year. Reduce the number of kids in ELL and IEP subgroups in the bottom quartile by 5% on the winter MAPS benchmark and 5% on the Spring benchmark.*	**Aligned to Nevada's STIP Goal:** *Goal 3: All students experience continued academic growth.*
Improvement Strategy: *English Language Learners will have equity in access to Tier 1 instruction.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVision Math 2020 - level 3, ANet - aligning instruction to standards - level 4*	

Intended Outcomes: *ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner.*

Action Steps:
- *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 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.*
- *Added 1/2022- After school interventions for all groups in Tier 3.*
- *Added 1/2022- Hire EL Strategist to work with Tier 3 students in small groups and with Tier 1 supports*
- *Added 1/2022- Hire additional first grade teacher to support first grade with class size reduction (existing position)*

Resources Needed:
- *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 Primary grades*

Challenges to Tackle:
- *Consistent implementation, Teachers to implement high quality instruction*

Improvement Strategy: *Special Education students will have more access to Tier 1 instruction and additional support in the Tier 1 environment.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: enVision Math 2020 - level 3, ANet - aligning instruction to standards - level 4*

Intended Outcomes: *Students with IEPs will have additional access to Tier 1 instruction with supports to increase their reading and math proficiency.*

Action Steps:
- *Sentence Frames PD*
- *IEP goal reviews*
- *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*
- *CTTs for interventions and Tier 1 small group supports.*

Resources Needed:
- *Anet training, people for support in Tier 1 instruction, realia resources, vocabulary frontloading training,*

Challenges to Tackle:
- *Consistent implementation, Teachers to implement high quality instruction*

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.

Students with IEPs:
- 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

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Formative and Summative grade level common assessments, Monthly STAR, MAPS*	*Instructional Rounds and Observation data*	*Professional Learning on Text sets provided by Anet- review of text sets and lesson plans*
Problem Statement	*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 data.*		
Critical Root Causes	*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.*		

Part B

Adult Learning Culture	
School Goal: *By the end of the school year, 80% of PLC meeting agendas and observations will demonstrate that data is used in a quick and*	**STIP Connection:** *Goal 2: All students have access to effective educators.*

effective manner to drive high quality instruction for all students.

Improvement Strategy: *Increase the quality of instruction with PD on unwrapping standards, formative and summative assessment alignment, skill deficits, peer reviews of alignment and assessments.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Build a committed staff through professional development - level 1, Analyze data in PLCs - level 2*

Intended Outcomes: *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.*

Action Steps:
- PD on unwrapping standards and using pacing guides to plan for rebound learning that may be needed and for high quality Tier 1 instruction.
- 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.
- Added 1/2022- additional training on data driven instruction and lesson planning
- Added 1/2022- admin meetings with PLC groups to discuss data in depth during planning.

Resources Needed:
- *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*

Challenges to Tackle:
- *Creating time for PLC meetings to occur weekly and monthly, rapid analyzing of assessments to drive instruction and rebound learning.*

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

	Student	Staff	Family & Community Engagement
Connectedness			
Data Reviewed	*Panorama Surveys, School demographics data, Counselor referrals*	*CCSD School Climate Survey*	*CCSD School Climate Survey*
Problem Statement	*Students of Complex Trauma are students that tend to be chronically absent, not proficient, low on growth targets, and have more discipline referrals than their peers. We need supports to help these students with basic needs, behavior strategies, and closing the achievement gaps.*		
Critical Root Causes	*Children of complex trauma are lacking in basic needs, have trust issues and behavior concerns due to their home lives, and are under performing due to poor attendance or challenges that are outside the school.*		

Part B

Connectedness	
School Goal: *Children of Complex Trauma will have supports that help them with basic needs to assist with proficiency in grade level standards. Decrease the number of discipline referrals in Infinite Campus and support students through Restorative Practices. Increase the number of students that are not afraid to request assistance for food, clothing, and personal care items from the counselor to support their basic needs.*	**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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Sanford Harmony - level 2; Leader in Me - level 4*

Intended Outcomes: *Students will have access to a variety of wraparound and SEL supports.*

Action Steps:
- Sanford Harmony
- Leader in Me strategies
- Classroom communities
- Whole group lesson schedule
- Small group lessons
- MLT meetings
- SEL embedded in Literature standards.
- Restorative Practices
- CHAMPS
- French Boutique for food and clothing resources

Resources Needed:
- *CHAMPS PD, Sanford Harmony Kits, LIM trainings, 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*

Challenges to Tackle:
- Meeting the needs of so many students

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: Supports from a strategist that assist 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, supports 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. Supports from a strategist that assist 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	$3,378,630.33	Staffing and supplies (second half of Counselor and Second half of AP)	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Funds	$78,638.00	Strategist, Behavior Support materials	Student Success Adult Learning Culture
EL Weighted Funds	$121,996.00	After-School STEAM Academy, Leveled Text Sets	Student Success
Title I	$380,445.00	Teacher for class size reduction, CTTs for Reading and Math interventions, ANet Coach, After-school data analysis	Student Success Adult Learning Culture Connectedness
Title III - EL funds	$7,854.00	After-School STEAM Academy	Student Success