



Clark County School District

Joseph E. Thiriot Elementary School

School Performance Plan: A Roadmap to Success

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

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Phone: (702)799-2550

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 08/01/23



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/joseph_e._thiriot_elementary_school/2023/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
Shalynn Tinkel	Principal
Patrick White	Assistant Principal
Karen Powell	Teacher
James Reynolds	Paraprofessional
Julie Anderson	Parent
Dianna Paul	Teacher
Anne Cordova	Teacher
Katha McGowan	Teacher



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
Title 1 meeting	9/1/22	Community feedback given
Title 1 meeting	9/6/22	Community feedback given
SOT Team Meeting	9/22/22	Community is pleased with improvement in goals
SOT Team Meeting Tracker and Act 3	5/8/23	SOT Team Meeting w/ feedback
School and Community Meeting Tracker and Act 3	5/9/23	Community feedback given
Community Meeting Status Tracker and Act 3	5/10/23	Community feedback given



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
	SBAC ELA SBAC MATH MAP Growth assessment data	Panorama / District-wide survey results	ReadyGen and Envision
Data Reviewed	Areas of Strength: <ul style="list-style-type: none"> ● Closing Opportunity Gap Indicator on NSR 2021-2022 AGP in Math is 48.6 which is higher than the district's rate of 37.9. ● Closing Opportunity Gap Indicator on NSR 2021-2022 AGP in ELA is 51.6 which is higher than the district's rate of 47.6. ● On MAP Spring 2022 Math 46% of students K-5 met projected growth. ● On MAP Spring 2022 ELA 49% of students K-5 met projected growth. 		
	Areas for Growth: <ul style="list-style-type: none"> ● Proficiency Indicator on NSR 2021-2022 in Math is 32.8 which is higher than the district's rate of 31.4 but lower than our rate from pre-pandemic 2018-19 of 48.1 ● Proficiency Indicator on NSR 2021-2022 in ELA is 45.9 which is higher than the district's rate of 41.1 but lower than our rate from pre-pandemic 2018-19 of 51.3 ● Proficiency Indicator on NSR 2021-2022 in Science CRT is 10.8 which is lower than the district's rate of 17.3 and lower than our rate from pre-pandemic 2018-19 of 14.1. ● On MAP Spring 2023 Math assessment 23% of students K-5 were proficient. ● On MAP Spring 2023 ELA assessment 27% of students K-5 were proficient. ● On MAP Spring 2023 Science assessment 26% of students 3rd, 4th & 5th were proficient. ● On the 2021-22 SBAC, 58% of the 67% non proficient students in Math have minimal understanding. 		



	<ul style="list-style-type: none"> ● On the 2020-21 SBAC, 64.2% of the 85% non proficient students in Math had minimal understanding. ● On the 2018-19 SBAC, 46.8% of the 51.5% non proficient students in Math had minimal understanding, pre-pandemic. ● On the 2021-22 SBAC, 58% of the 67% non proficient students in ELA have minimal understanding. ● On the 2020-21 SBAC, 56.7% of the 65.8% non proficient students in ELA had minimal understanding. ● On the 2018-19 SBAC, 58% of the 54.1% non proficient students in ELA had minimal understanding, pre-pandemic. ● The number of students with minimal understanding in Math and ELA has increased from pre-pandemic numbers.
Problem Statement	<p>Our rate of ELA, Math, and Science proficiency does not increase at the same rate as our rate of growth as indicated by the 2021-2022 NSR report.</p> <p>Our rate of ELA, Math, and Science proficiency does not increase at the same rate as our rate of growth as indicated by the 2021-2022 MAP report.</p>
Critical Root Causes	<p>Adults at Thiriot Elementary have not been adequately trained in the implementation of motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.</p> <p>Adults at Thiriot Elementary School have not adequately implemented the Envision Math program and do not have a school-wide reading program.</p> <p>Adults at Thiriot Elementary School have not adequately implemented the Amplify Science program.</p>

Part B

Student Success	
<p>School Goal: ELA Increase the percent of students proficient on SBAC in ELA from 45.9% to 64.9% in 2024.*</p> <p>Math Increase the percent of students proficient on SBAC in Math from 32.8% to 58% in 2024.*</p> <p>Science</p>	<p>Aligned to Nevada’s STIP Goal: Goal 2: All students have access to effective educators. Goal 3: All students experience continued academic growth.</p> <p>*These percentages reflect CCSD and/or state achievement targets as published in Nevada Accountability Portal: Point Attribution Tables for School Rating; 2018 Nevada School Performance Framework Procedures Manual; and CCSD’s Five-Year Strategic Plan, Focus: 2024.</p>



<p>Increase the percent of students proficient on SBAC in Science from 10.8% to 39.5% in 2024.*</p> <p>To monitor progress toward these goals, we will observe the growth in our MAP proficiency scores from Fall to Winter. We will make a plan of action and adjust as necessary at a MAP data analysis meeting on January 22nd, 2023 during staff development day.</p>	<p>https://drive.google.com/file/d/13zi6lck7egTPKLJ0enu0m_d0tqnvyr4e/view?usp=share_link</p>
<p>Improvement Strategy: Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier II, Exact Path, and Smarty Ants supplemental materials as guided by CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH Reading - EBI Level 2, Professional Learning Communities (PLC) - EBI Level 2, Core 95 Phonics EBI Level 1, Exact Path EBI Level 2, Smarty Ants - EBI Level 4 , Leveled Literacy Intervention (LLI) - EBI Level 1, Flying Start EBI Level 2, Leader in Me - EBI Level 4, MyOn EBI Level 3, MTSS EBI Level 1, AR EBI Level 3</p>	
<p>Intended Outcomes:</p> <p>As a result of receiving strategic intervention, support, and Tier 1 differentiation, students will demonstrate academic growth as evidenced on 2024 Spring SBAC and MAP assessments.</p>	
<p>Action Steps:</p> <p>Provide ongoing professional development, coaching, and mentoring while implementing HMH Into Reading to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand.</p> <p>Provide professional development to implement Exact Path (Elementary) and Smarty Ants as interventions during Tier II and Tier III instruction. Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in ELA instruction.</p> <p>Provide ELA RTI interventions for Tier 2 and Tier 3 students based on EasyCBM and MAP benchmark assessments. Implement HMH Into Reading curriculum to improve the rigor of daily Tier I reading instruction.</p> <p>Utilize Title III Language Support Provider to monitor student progress and adjust student supports as needed; Smarty Ants, Imagine Learning, Exact Path (Elementary), Accelerated Reader, and Read Well programs will be implemented as interventions.</p> <p>Provide ELA tutoring and RTI for identified student subgroups. Technology will enable students daily access to online programs.</p> <p>Continue weekly grade level PLCs and grade level planning to unwrap standards.</p> <p>Reimplement What I Need (WIN) differentiated block.</p> <p>Implement school-wide reading goal setting individually and as grade levels.</p>	



Resources Needed:

At Risk Budget: 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs, 1 Instructional aide Job 2 1 hour a day 5 days a week to provide tutoring and clubs after school, Licensed substitutes for collaboration, 1 1/2 Class size reduction teachers, Prep buyouts for collaboration, extra duty licensed tutoring, extra duty support hours.

EL Budget: 6 class size reduction teachers and a Student Success Advocate extra duty pay.

ESSER Funds: Leader in Me membership; Accelerated Reader; MyOn; EasyCBM; supplemental phonics materials, chromebook charger cords, Professional Development: Leader in me, EasyCBM, Kagan, Truancy Diversion Program, Health and Wellness: Playground Equipment, Music Equipment, Art Mosaic, Counselor materials, Morning News Cameras, sound for assemblies, classroom library refresh, supplies for displaying art and facilitating lunches

General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff

Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies

Title III Budget: Imagine Learning; BrainPop EL; Flocabulary

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Challenges to Tackle:

Staff will engage in PL during staff meetings and coaching by strategists.

Increase the percentage of grade K-5 students proficient in ELA on the SBAC.

Staff will engage in PL during staff meetings and coaching by strategists.

Improvement Strategy: Teach standards-based lessons through the implementation of Envision 2020 and ExactPath Mathematics supplemental materials as guided by Long Range Plans in Professional Learning Communities. Small group differentiated instruction and math fact fluency school-wide goal setting.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Envisions 2020 - EBI Level 3, Professional Learning Communities (PLC) - EBI Level 2, Exact Path - EBI Level 1

Intended Outcomes:

At the end of the 2023-24 school year, students will increase the percentage of grade K-5 students proficient in Math on the SBAC.



Action Steps:

Provide professional learning opportunities, emphasizing discourse and metacognition, to improve daily math instruction using high-quality resources that target increased cognitive demand and align with Nevada Academic Content Standards (NVACS).
Evaluate and utilize quality resources, Envisions curriculum, lessons, student tasks, assessments, interventions, and instructional strategies to align with Nevada Academic Content Standards in Math instruction.
Provide RTI interventions for Tier 2 and 3 students. Implement supplemental math curriculum to improve the rigor of daily Tier I and intervention instruction.
Utilize Title I Site Liaison Extra Duty to monitor student progress and adjust student support as needed.
Implement Exact Path Mathematics program as an intervention.
Provide after school math, STEAM tutoring for identified students. Technology will enable students daily access to programs.
Continue weekly grade level PLCs and grade level planning to unwrap standards.
Implement small group differentiated instruction and math fact fluency school-wide goal setting.

Resources Needed:

At Risk Budget: 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs, 1 Instructional aide Job 2 1 hour a day 5 days a week to provide tutoring and clubs after school, Licensed substitutes for collaboration, 1 1/2 Class size reduction teachers, Prep buyouts for collaboration, extra duty licensed tutoring, extra duty support hours.
EL Budget: 6 class size reduction teachers and a Student Success Advocate extra duty pay.
ESSER Funds: Leader in Me membership; Accelerated Reader; MyOn; EasyCBM; supplemental phonics materials, chromebook charger cords,
Professional Development: Leader in me, EasyCBM, Kagan, Truancy Diversion Program, Health and Wellness: Playground Equipment, Music Equipment, Art Mosaic, Counselor materials, Morning News Cameras, sound for assemblies, classroom library refresh, supplies for displaying art and facilitating lunches
General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff
Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies
Title III Budget: Imagine Learning; BrainPop EL; Flocabulary
No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Challenges to Tackle: Staff will engage in PL during staff meetings and coaching by strategists. Personnel, continue to recruit new hires and train personnel. Time for meetings and planning,



Increase the percentage of grade K-5 students proficient in Science on the SBAC. Staff will engage in PL during staff meetings and coaching by strategists.

Improvement Strategy: Teach standards-based lessons through the implementation of Amplify Science, Green Our Planet Hydroponics STEM Program and supplemental materials as guided by Long Range Planning in Professional Learning Communities.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Amplify Science - EBI Level 1, Green Our Planet Hydroponics STEM Program - EBI Level 4, Professional Learning Communities (PLC) - EBI Level 2, Leader in Me - EBI Level 4

Intended Outcomes:

At the end of the 2023-24 school year, students will engage in and take responsibility for their own learning and increase the percentage of grade 3-5 students proficient in Science on the SBAC.

Action Steps:

Provide ongoing professional development, coaching, and mentoring while implementing Amplify Science to improve the rigor of daily Tier 1 science instruction, using instructional resources that align with the NVACS and target increased cognitive demand.

Evaluate and utilize quality resources, lessons, student tasks, assessments, differentiation, and instructional strategies that align with Nevada Academic Content Standards in Science instruction.

Implement Amplify Science instruction K-5.

Provide STEM tutoring for identified student subgroups. Technology will enable students access to online programs.

Continue weekly grade level PLCs and grade level planning to unwrap standards.

Implement Green Our Planet Hydroponics STEM Program in after school tutoring and in each grade level.

Utilize the school garden and integrate into Science instruction.

Resources Needed:

At Risk Budget: 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs, 1 Instructional aide Job 2 1 hour a day 5 days a week to provide tutoring and clubs after school, Licensed substitutes for collaboration, 1 1/2 Class size reduction teachers, Prep buyouts for collaboration, extra duty licensed tutoring, extra duty support hours.

EL Budget: 6 class size reduction teachers and a Student Success Advocate extra duty pay.

ESSER Funds: Leader in Me membership; Accelerated Reader; MyOn; EasyCBM; supplemental phonics materials, chromebook charger cords, Professional Development: Leader in me, EasyCBM, Kagan, Truancy Diversion Program, Health and Wellness: Playground Equipment, Music Equipment, Art Mosaic, Counselor materials, Morning News Cameras, sound for assemblies, classroom library refresh, supplies for displaying art and facilitating lunches

General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison



for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff

Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies

Title III Budget: Imagine Learning; BrainPop EL; Flocabulary

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Challenges to Tackle:

Staff will engage in PL during staff meetings and coaching by strategists.

Increase the percentage of grade 3-5 students proficient in Science on the SBAC.

Staff will engage in PL during staff meetings and coaching by strategists.

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

English Learners:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including Imagine Learning, Smarty Ants, and Exact Path.

Provide translation to Spanish and other languages when possible.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Foster/Homeless:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Title 1 HOPE Liaison, services and outreach by Community in Schools liaison and counselor.



Title I Licensed Extra Duty Site Liaison

Provide after school tutoring.

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Free and Reduced Lunch:

Utilize the Scaffolded Strategies Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including Smarty Ants/Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Breakfast After the Bell

Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Migrant:

n/a

Racial/Ethnic Minorities:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path.

Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling.

Provide after school tutoring.

Culturally competent teaching and library committee book selection.

Implement hands-on Science / STEM curriculum to improve engagement and facilitate real world connections.

Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Students with IEPs:

Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum.

Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum.

Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path.



Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling
 Provide after school tutoring
 Extended School Year ESY
 Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections.
 Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Observations and lesson plans	Lesson plans, observations, Leader in Me Measurable Results Assessment survey	Leader in Me Program and the Leader in Me Lighthouse Team
Data Reviewed	Areas of Strength: <ul style="list-style-type: none"> Student-Led Practices: Teachers worked to empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning. MRA LIM Survey score improved from 79 Spring 2022 to 84 Fall 2022. Supportive Teachers: Students have one or more teachers who provide them with the encouragement and support they need to lead their learning. MRA LIM Survey score improved from 73 Spring 2022 to 80 Fall 2022. 		
	Areas for Growth: <ul style="list-style-type: none"> effective goal achievement. MRA LIM Survey score decreased from 77 Fall 2022 to 76 Spring 2023. 		



Problem Statement	Lack of effective training and implementation of motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.
Critical Root Causes	Adults at Thiriot Elementary have not been adequately trained in the implementation of motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. The Lighthouse team will present mini lessons for teachers at staff meetings and the Leadership team will provide support to teachers in the classroom and during staff meetings modeling lessons and providing resources.

Part B

Adult Learning Culture	
<p>School Goal: At the end of the 2023-24 school year, all staff will be trained in Kagan (three sessions). The intention is utilizing new engagement strategies that improve student discourse in the classroom. This will be measured between August - May during classroom observations and post observation conferences with teachers. Goals will be set with teachers on an individual basis, based on their current and progressive understanding and utilization of Kagan strategies to use in the classroom.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Provide Kagan (3 sessions) professional learning to staff. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Kagan - EBI Level 2</p>	
<p>Intended Outcomes: At the end of the 2023-24 school year, all staff will develop sound knowledge of best practices in engagement, instruction, and improving overall achievement as evidenced in classroom observations, pre/post conferences, and assessment data. . This will be accomplished by completing professional development in Kagan (3 sessions).</p>	
<p>Action Steps: Kagan Professional Development (3 sessions) Implementation of Kagan strategies and team building activities schoolwide. Implementation of Leader in Me Year 4 Staff presentations at staff meetings Implement a whole school “WIG” Wildly Important Goal</p>	



Implement Classroom goals
Utilize Classroom and schoolwide jobs
Implement leadership teams
Utilize Individual student goal binders

Resources Needed:
ESSER Funds: Leader in Me membership, Professional Development: Leader in me
Title I Budget: materials and supplies; PISA - materials and supplies

Challenges to Tackle:
Effective implementation and fidelity schoolwide. Administration and strategists will observe and give feedback to teachers during coaching cycles. Strategists will model Kagan strategies during staff meetings and PL.

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

English Learners:
Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.
Kagan engagement strategies and leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.
Provide language-appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Foster/Homeless:
Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.
Kagan engagement strategies and leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.
Provide language-appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Free and Reduced Lunch:
Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.
Kagan engagement strategies and leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.
Provide language-appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.



Migrant:

n/a

Racial/Ethnic Minorities:

Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.

Kagan engagement strategies and leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide language-appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Students with IEPs:

Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.

Kagan engagement strategies and leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide culturally inclusive and appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	DataLab, FocusEd, Panorama	Districtwide Survey, Leader in Me Measurable Results Assessment survey	Districtwide Survey, Leader in Me Measurable Results Assessment survey
	<p>Areas of Strength:</p> <p>Behavior events goal of decreasing the number of behavior events from 207 behavior events in 2021-22, down to 200 total for the 2022-23 school year was met (189 non attendance behavior events).</p> <p>Bullying reports goal of less than 10 by the end of the 2022-2023 was met (10 for the year).</p>		



	<p>Areas for Growth:</p> <p>Even though we decreased our non attendance events we can decrease this number even more.</p> <p>Even though we decreased our bullying events we can decrease this number even more, we almost reached our goal.</p>
Problem Statement	<p>Our Connectedness Data for Behavior (non attendance events) from the end of the year 2023 shows 189 events.</p> <p>Our Connectedness Data for Behavior (bullying events) from the end of the year 2023 shows 10 events.</p>
Critical Root Causes	<p>Adults at Thiriot Elementary have not been adequately trained in the implementation of engagement and motivational strategies, as well as leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. Administration and strategists will observe and give feedback to teachers during coaching cycles. Strategist will model Kagan strategies during staff meetings and PL. Leader in me strategies will be revisited during lighthouse meetings and staff meetings.</p>

Part B

Connectedness	
<p>School Goal:</p> <p>Decrease the number of bullying reports from 10 at the end of the 2022 school year to less than 10 by the end of the 2023-24 school year as measured by the data in Datalab and FocusEd.</p> <p>Decrease the number of non attendance behavior events from 189 at the end of the 2023 school year to 170 by the end of the 2024 school year as measured by the data in Datalab and FocusEd.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Implement Year 4 Leader in Me instructional resources and strategies, implement Kagan strategies, and build on existing PBIS Positive Behavior Interventions and Supports.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Leader in Me - EBI Level 4, Positive Behavior Interventions and Supports (PBIS) EBI Level 1, and Kagan - EBI Level 2</p>	
<p>Intended Outcomes:</p> <p>Decrease the number of bullying reports and the number of behavior events by the end of the 2024 school year.</p>	
<p>Action Steps:</p>	



In order to reduce bullying, AP and the counselor intend on visiting every classroom to discuss the issue with students in the beginning of the year and distinguish the difference between a “conflict” and “bullying” so students have a clear understanding of the difference.

Student groups will meet with the counselor and community in schools liaison to focus on social emotional learning/ friendship skills.

Teachers will utilize PBIS and Leader in Me strategies to build a positive climate amongst students within their classrooms.

School will utilize the Watch DOGS (Dads of Great Students) Program to help students with conflict resolution.

The MTSS team will meet monthly to address behavior trends they are noticing and will implement strategies and interventions to prevent/ stop them from happening.

Resources Needed:

Social emotional learning curriculum.

Access to Leader in Me Curriculum and activities.

Accumulated MTSS resources for interventionists and teachers to use.

Access to PBIS strategies and expectations for teachers to utilize and model.

Challenges to Tackle:

Effective implementation schoolwide of Leader in Me, Kagan, and PBIS. administration will work with leadership teams to model and coach teachers to more effectively implement the programs.

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

English Learners:

Students will be given equitable access to Leader in Me and Kagan resources including student workbooks and leadership opportunities to apply for during the school day.

Kagan engagement strategies and Leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.



Provide language-appropriate Kagan engagement strategies, motivational strategies, and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Foster/Homeless:

Students will be given equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.

Kagan engagement strategies and Leadership traits will be modeled for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide language appropriate Kagan engagement, motivational strategies, and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Free and Reduced Lunch:

Provide equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.

Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide language appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Migrant:

n/a

Racial/Ethnic Minorities:

Provide equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.

Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.

Provide culturally inclusive and appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.

Implement restorative practices and the habits from The Leader in Me.

Provide services and outreach by Community in Schools Liaison and counselor.

Students with IEPs:



Provide equitable access to Kagan and Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.
Model leadership traits and Kagan engagement strategies for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me.
Provide appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning.
Implement restorative practices and the habits from The Leader in Me.
Provide services and outreach by Community in Schools Liaison and counselor.

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)
At Risk Budget	\$161,604.06	Substitutes Instructional Aides Materials Licensed Staff Extra Duty	1, 2, and 3
EL Budget	\$395,032.25	Licensed Staff Supplemental Local Allocation	1, 2, and 3
General Budget	\$4,290,401.52	Administrators Licensed Staff Support Staff Supplies & Services Service Level Agreements	1, 2, and 3
Title I Budget	\$379,962	Licensed Staff Support Staff Other Salaries: Tutoring, Extra Duty, Site Liaison Technology & Materials PISA: Supplies & Materials	1, 2, and 3



Title III Budget	\$11,748	Web-based Instruction	1, 2, and 3
ESSER III	\$104,294	Professional Development Materials	1, 2, and 3