



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.

Principal: Renee Mechem
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Phone: (702)799-2550

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/17/22



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/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
Renee Mechem	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



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 2021 - 2022 SBAC MATH 2021 - 2022 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 ● On MAP Spring 2022 Math assessment 21% of students K-5 were proficient. ● On MAP Spring 2022 ELA assessment 25% of students K-5 were proficient. <ul style="list-style-type: none"> ● On the 2021-22 SBAC, 58% of the 67% non proficient students in Math have minimal understanding. ● 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. 		



	<ul style="list-style-type: none"> ● 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><i>Our rate of ELA and Math proficiency does not increase at the same rate as our rate of growth as indicated by the 2021-2022 NSR report.</i></p> <p><i>Our rate of ELA and Math proficiency does not increase at the same rate as our rate of growth as indicated by the 2021-2022 MAP report.</i></p>
Critical Root Causes	<p><i>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.</i></p> <p><i>Adults at Thiriot Elementary School have not adequately implemented the Envision Math program and do not have a school-wide reading program.</i></p>

Part B

Student Success	
<p>School Goal:</p> <p>ELA</p> <ul style="list-style-type: none"> ● Increase the percent of students proficient on SBAC in ELA from 45.9% to 64.9%.* <p>Math</p> <ul style="list-style-type: none"> ● Increase the percent of students proficient on SBAC in Math from 32.8% to 58%.* 	<p>Aligned to Nevada’s STIP Goal:</p> <p><i>Goal 2: All students have access to effective educators.</i></p> <p><i>Goal 3: All students experience continued academic growth.</i></p> <p><i>*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.</i></p> <p>https://drive.google.com/drive/u/0/folders/0ADI5ixh_rHF4Uk9PVA</p>
<p>Improvement Strategy: <i>Teach standards-based lessons through the implementation of ReadyGen, Achieve 3000 Literacy (Elementary) and Smarty Ants supplemental materials as guided by Long Range Planning in Professional Learning Communities. Reimplement What I Need (WIN)</i></p>	



differentiated block as well as school wide reading goal setting.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *ReadyGen - EBI Level 3, Professional Learning Communities (PLC) - EBI Level 2, Achieve 3000 Literacy (Elementary) - EBI Level 3, Smarty Ants - EBI Level 4, Leveled Literacy Intervention (LLI) - EBI Level 1, Leader in Me - EBI Level 4*

Intended Outcomes:

At the end of the 2022-23 school year, students will take responsibility for their own learning and increase the percentage of grade K-5 students proficient in ELA on the SBAC.

Action Steps:

- *Provide ongoing professional development, coaching, and mentoring while implementing ReadyGen to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand.*
- *Provide professional development to implement Achieve 3000 Literacy (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.*
- *Provide ELA RTI interventions for Tier 2 and Tier 3 students based on EasyCBM and MAP benchmark assessments. Implement ReadyGen curriculum to improve the rigor of daily Tier I reading instruction.*
- *Utilize Title III Language Support Provider to monitor student progress and adjust student supports as needed; Smarty Ants, Imagine Learning, Achieve 3000 Literacy (Elementary), Accelerated Reader, and Read Well programs will be implemented as interventions.*
- *Provide ELA tutoring and RTI for identified student subgroups. Technology will enable students daily access to online programs.*
- *Continue weekly grade level PLCs and grade level planning to unwrap standards.*
- *Reimplement What I Need (WIN) differentiated block.*
- *Implement school-wide reading goal setting individually and as grade levels.*

Resources Needed:

- **At Risk Budget:** *Retention incentive stipend \$1000 for each licensed teacher; split funded class-size reduction teacher (grade 3); 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs*
- **EL Budget:** *Learning strategist; Humanities/Technology Teacher (class-size reduction specialist); 2 class-size reduction teachers (kindergarten and grade 1); prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs*
- **ESSER Funds:** *Substitutes to support grade level and Leadership Team collaboration; Leader in Me PD and membership; Accelerated*



Reader; grade level collaboration for data analysis/RTI, planning, and vertical alignment; EasyCBM PD and licenses; 50 desktop computers for student assessment & intervention programs; chromebook charger cords

- **General Budget:** Learning strategist Read by Grade 3, 22 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies
- **Title I Budget:** 3 class-size reduction teachers for grades 1, 4 and 5; split funded class-size reduction teacher (grade 3); 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty SBAC Academy tutors, STEAM tutoring; Communities in School site coordinator; PISA - materials and supplies
- **Title III Budget:** Imagine Learning - 66 licenses; BrainPop license; Flocabulary license
- **No Additional Cost:** Weekly grade level and vertical PLC meetings; ReadyGen ELA curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Achieve3000 software

Challenges to Tackle:

- Students will take responsibility for their own learning.
- Increase the percentage of grade K-5 students proficient in ELA on the SBAC.

Improvement Strategy: Teach standards-based lessons through the implementation of Envisions 2020 and Achieve 3000 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, Achieve 3000 Mathematics - EBI Level 1

Intended Outcomes:

At the end of the 2022-23 school year, students will take responsibility for their own learning and 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 Achieve 3000 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:** Retention incentive stipend \$1000 for each licensed teacher; split funded class-size reduction teacher (grade 3); 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs
- **EL Budget:** Learning strategist; Humanities/Technology Teacher (class-size reduction specialist); 2 class-size reduction teachers (kindergarten and grade 1); prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs
- **ESSER Funds:** Substitutes to support grade level and Leadership Team collaboration; Leader in Me PD and membership; Accelerated Reader; grade level collaboration for data analysis/RTI, planning, and vertical alignment; EasyCBM PD and licenses; 50 desktop computers for student assessment & intervention programs; chromebook charger cords
- **General Budget:** Learning strategist Read by Grade 3, 22 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies
- **Title I Budget:** 3 class-size reduction teachers for grades 1, 4 and 5; split funded class-size reduction teacher (grade 3); 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty SBAC Academy tutors, STEAM tutoring; Communities in School site coordinator; PISA - materials and supplies
- **Title III Budget:** Imagine Learning - 66 licenses; BrainPop license; Flocabulary license
- **No Additional Cost:** Weekly grade level and vertical PLC meetings; Envision Math curriculum & PD; MAP benchmarking assessments; coaching; planning; Smarty Ants/Achieve3000 software

Challenges to Tackle:

- Students will take responsibility for their own learning.
- Increase the percentage of grade K-5 students proficient in Math on the SBAC.

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 ReadyGen reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including iReady math and reading lessons, and Smarty Ants/ Achieve3000.*
- *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.*

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 ReadyGen reading curriculum.*
- *Give students access to supplemental programs that work with students in their specific areas of need including iReady math and reading lessons, and Smarty Ants/ Achieve3000.*
- *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.*

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 ReadyGen reading curriculum.*
- *Give students access to supplemental programs that work with students in their specific areas of need including iReady math and reading lessons, and Smarty Ants/ Achieve3000.*
- *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*

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 ReadyGen reading curriculum.*
- *Give students access to supplemental programs that work with students in their specific areas of need including iReady math and reading lessons, and Smarty Ants/ Achieve3000.*
- *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.*
- *Tier 3 Reading Center*

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 ReadyGen reading curriculum.*
- *Give students access to supplemental programs that work with students in their specific areas of need including iReady math and reading lessons, and Smarty Ants/ Achieve3000.*
- *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*
- *Tier 3 Reading Center*



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	<i>Observations and lesson plans</i>	<i>Lesson plans, observations, Leader in Me Measurable Results Assessment survey</i>	<i>Leader in Me Program and the Leader in Me Lighthouse Team</i>
Data Reviewed	<p>Areas of Strength:</p> <ul style="list-style-type: none"> <i>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.</i> <i>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.</i> 		
	<p>Areas for Growth:</p> <ul style="list-style-type: none"> <i>Academic Self-Efficacy: Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. MRA LIM Survey score improved from 76 Spring 2022 to 80 Fall 2022.</i> <i>Student Goals: Students are confident in their ability to set and achieve their goals. MRA LIM Survey score improved from 75 Spring 2022 to 77 Fall 2022.</i> 		
Problem Statement	<i>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.</i>		
Critical Root Causes	<i>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.</i>		



Part B

Adult Learning Culture	
<p>School Goal: <i>At the end of the 20212-23 school year all staff will be trained in Year 3 of Leader in Me.</i></p>	<p>STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>Provide Year 3 Leader in Me professional learning to staff.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Leader in Me - EBI Level 4</i></p>	
<p>Intended Outcomes: <i>At the end of the 2022-23 school year, all staff will be 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. This will be accomplished by completing professional development in Year 3 of Leader in Me.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Leader in Me Professional learning Year 3</i> ● <i>Implementation of Leader in Me Year 3</i> ● <i>Staff presentations at staff meetings</i> ● <i>Implement a Whole school “WIG” Wildly Important Goal</i> ● <i>Implement Classroom goals</i> ● <i>Utilize Classroom and schoolwide jobs</i> ● <i>Implement leadership teams</i> ● <i>Utilize Individual student goal binders</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● At Risk Budget: <i>Retention incentive stipend \$1000 for each licensed teacher; split funded class-size reduction teacher (grade 3); 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs</i> ● EL Budget: <i>Learning strategist; Humanities/Technology Teacher (class-size reduction specialist); 2 class-size reduction teachers (kindergarten and grade 1); prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs</i> ● ESSER Funds: <i>Substitutes to support grade level and Leadership Team collaboration; Leader in Me PD and membership; Accelerated</i> 	



Reader; grade level collaboration for data analysis/RTI, planning, and vertical alignment; EasyCBM PD and licenses; 50 desktop computers for student assessment & intervention programs; chromebook charger cords

- **General Budget:** Learning strategist Read by Grade 3, 22 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies
- **Title I Budget:** 3 class-size reduction teachers for grades 1, 4 and 5; split funded class-size reduction teacher (grade 3); 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty SBAC Academy tutors, STEAM tutoring; Communities in School site coordinator; PISA - materials and supplies
- **Title III Budget:** Imagine Learning - 66 licenses; BrainPop license; Flocabulary license
- **No Additional Cost:** Weekly grade level and vertical PLC meetings; ReadyGen ELA curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Achieve3000 software

Challenges to Tackle:

- *Effective implementation and fidelity schoolwide*

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 resources including student workbooks and leadership opportunities to apply for during the school day.*
- *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 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 Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.*
- *Leadership traits will be modeled 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.*

Free and Reduced Lunch:

- *Students will be given equitable access to Leader in Me resources including student workbooks and leadership opportunities to apply*



for during the school day.

- *Leadership traits will be modeled 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.*

Migrant:

- *n/a*

Racial/Ethnic Minorities:

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

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>DataLab, FocusEd, Panorama</i>	<i>Districtwide Survey, Leader in Me Measurable Results Assessment survey</i>	<i>Districtwide Survey, Leader in Me Measurable Results Assessment survey</i>



	<p>Areas of Strength:</p> <ul style="list-style-type: none"> ● Behavior Events goal of decrease the number of behavior events from 232 to 200 by the end of the year 2022 was not met (207 non attendance behavior events) ● Bullying reports goal of less than 20 by the end of 2021-2022 of 22 was met (12 bullying reports). <p>Areas for Growth:</p> <ul style="list-style-type: none"> ● Even though we decreased our non attendance events we can decrease this number even more. ● Even though we decreased our bullying events we can decrease this number even more.
<p>Problem Statement</p>	<ul style="list-style-type: none"> ● Our Connectedness Data for Behavior (non attendance events) from the end of the year 2022 shows 207 events. ● Our Connectedness Data for Behavior (bullying events) from the end of the year 2022 shows 12 events.
<p>Critical Root Causes</p>	<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>

Part B

<p style="text-align: center;">Connectedness</p>	
<p>School Goal:</p> <ul style="list-style-type: none"> ● Decrease the number of bullying reports from 12 at the end of the 2022 school year to less than 10 by the end of the 2022-23 school year as measured by the data in Datalab and FocusEd. ● Decrease the number of non attendance behavior events from 207 at the end of the 2022 school year to 200 by the end of the 2023 school year as measured by the data in Datalab and FocusEd. 	<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 3 Leader in Me instructional resources and strategies, Build on existing PBIS Positive Behavior</p>	



Interventions and Supports

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*

Intended Outcomes:

Decrease the number of bullying reports and the number of behavior events by the end of the 2023 school year

Action Steps:

- *Catch-a-Cash student store*
- *Chromebook distribution*
- *Counselor groups*
- *Drama Club*
- *Garden Classroom*
- *Implement Leader in Me curriculum*
- *Interactive school website*
- *Kindergarten Round-Up*
- *Monthly student / parent after school activities*
- *Morning News*
- *Open House*
- *Panorama Survey meetings*
- *Parent Teacher conferences*
- *Parent trainings*
- *Provide Leader in Me Year 3 PD and resources*
- *Raking up Leaders incentive for teachers*
- *School Class Dojo*
- *School Spirit Days*
- *Schoolwide and classroom jobs*
- *Student Leader of the Month*
- *Watch D.O.G.S. (Dads of Great Students) Program*

Resources Needed:



- **At Risk Budget:** Retention incentive stipend \$1000 for each licensed teacher; split funded class-size reduction teacher (grade 3); 1 instructional aide to provide small group instruction during intervention block; general supplies for implementation of intervention programs
- **EL Budget:** Learning strategist; Humanities/Technology Teacher (class-size reduction specialist); 2 class-size reduction teachers (kindergarten and grade 1); prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs
- **ESSER Funds:** Substitutes to support grade level and Leadership Team collaboration; Leader in Me PD and membership; Accelerated Reader; grade level collaboration for data analysis/RTI, planning, and vertical alignment; EasyCBM PD and licenses; 50 desktop computers for student assessment & intervention programs; chromebook charger cords
- **General Budget:** Learning strategist Read by Grade 3, 22 K-5 teachers, 4 specialist teachers, GATE teacher, FASA, PE IA, office staff, administrators, custodial, and supplies
- **Title I Budget:** 3 class-size reduction teachers for grades 1, 4 and 5; split funded class-size reduction teacher (grade 3); 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty SBAC Academy tutors, STEAM tutoring; Communities in School site coordinator; PISA - materials and supplies
- **Title III Budget:** Imagine Learning - 66 licenses; BrainPop license; Flocabulary license
- **No Additional Cost:** Weekly grade level and vertical PLC meetings; ReadyGen ELA curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Achieve3000 software

Challenges to Tackle:

- Effective implementation and fidelity schoolwide of Leader in Me.

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 resources including student workbooks and leadership opportunities to apply for during the school day.
- 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 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 Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.*
- *Leadership traits will be modeled 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.*

Free and Reduced Lunch:

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

Migrant:

- *n/a*

Racial/Ethnic Minorities:

- *Provide equitable access to Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.*
- *Model 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 Leader in Me resources including student workbooks and leadership opportunities to apply for during the school day.*
- *Model leadership traits 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)
<i>At Risk Budget</i>	\$159,071.72	<ul style="list-style-type: none"> ● Recruitment & Retention ● Instructional Aides ● Materials ● Licensed Staff 	1, 2, and 3
<i>EL Budget</i>	\$384,942.29	<ul style="list-style-type: none"> ● Licensed Staff ● Supplemental Local Allocation ● Prep Buyouts ● Materials 	1, 2, and 3
<i>General Budget</i>	\$4,284,978.41	<ul style="list-style-type: none"> ● Administrators ● Licensed Staff ● Support Staff ● Supplies & Services ● Service Level Agreements 	1, 2, and 3
<i>Title I Budget</i>	\$291,352.00	<ul style="list-style-type: none"> ● Licensed Staff ● Support Staff ● Other Salaries: Tutoring, Extra Duty, Site Liaison ● Technology & Materials ● PISA: Supplies & Materials 	1, 2, and 3
<i>Title III Budget</i>	\$11,748.00	<ul style="list-style-type: none"> ● Web-based Instruction 	1, 2, and 3



<i>ESSER III</i>	<i>\$119,794.00</i>	<ul style="list-style-type: none">● <i>Substitutes</i>● <i>Professional Development</i>● <i>Materials</i>● <i>Prep Buyouts</i>● <i>Supplies & Materials</i>	<i>1, 2, and 3</i>
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