



Clark County School District
**Joseph E. Thiriot Elementary
School**

2021-2022 School Performance Plan:
A Roadmap to Success

Joseph E. Thiriot Elementary School 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 Renee Mechem for more information.

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

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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	730	0.1%	6.7%	46.8%	27.8%	10.5%	1.2%	6.7%	16.8%	27.7%	100.0%
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										
Academic Year	School/ District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	47.97%	68.0	50	53.87%	56.5	57.59	17.7%	19.2%	50.93%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	48.1%	55.5	50	51.4%	52	58.6	14.1%	12.4%	43.8%
	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	14.8 %	54.7 %
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**
2021	School	14.9%	31.5	17.1	34.3%	50	47.6	9.3%	N/A	N/A

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



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	399	401	401
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
Renee Mechem	Principal
Patrick White	Assistant Principal
Karen Powell	Teacher
Therese Bako	Paraprofessional
Julie Anderson	Parent
Alexandra Goodwin	Teacher
Amanda Lee	Teacher
Katha McGowan	Teacher



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
Staff Meeting Outreach	8/25/21 8:20 am	50	Data reflection, Covid impact
Event #2 Community Outreach - SOT Team	9/20/21 3:45pm	9	students need structure & socialization
Event #2 Community Outreach Survey - Website	9/20/21 3:45pm - 10/3/21 4:00 pm	31	Social-Emotional difficulties



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	SBAC ELA 2018 - 2020	Panorama / District-wide survey results	ReadyGen, Envisions, and iReady
Problem Statement	<p>Our ELA data from 2018-2020 shows proficient students decreased by 17.7% from 51.8 to 34.1. Non-proficient students increased by 17.6% from 48.1 to 65.7.</p> <p>Our Math data from 2018-2020 shows proficient students decreased by 33.5% from 48.4 to 14.9. Non-proficient students increased by 33.5% from 51.4 to 84.9.</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>		

Part B

Student Success	
<p>School Goal: ELA</p> <ul style="list-style-type: none"> Increase the percent of grade 1-5 students meeting/exceeding growth projections in reading from 28% Fall 2021 to 38% Winter 2021 to 48% Spring 2022 as measured by MAP Growth Assessments. 	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>



- *Increase the percent of kindergarten students meeting/exceeding growth projections in reading from 18% Fall 2021 to 28% Winter 2021 to 38% Spring 2022 as measured by MAP Growth Assessments.*

Math

- *Increase the percent of grade 1-5 students meeting/exceeding growth projections in Math from 23% Fall 2021 to 33% Winter 2021 to 43% Spring 2022 as measured by MAP Growth Assessments.*
- *Increase the percentage of kindergarten students meeting/exceeding growth projections in Math from 25% Fall 2021 to 35% Winter 2021 to 45% Spring 2022 as measured by MAP Growth Assessments.*

Improvement Strategy: *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.*

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*

Intended Outcomes:

At the end of the 2021-22 school year, students will take responsibility for their own learning and Increase the percent of grade k-5 students meeting/exceeding growth projections in reading.

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.*



Resources Needed:

- **At Risk Budget:** Retention incentive stipend \$1000 for each licensed teacher; 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); class-size reduction teacher - 5th grade; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs
- **General Budget:** Learning strategist Read by Grade 3, 25 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 and 4; 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; substitutes to support grade level RTI collaboration & data analysis; 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; 8 desktop computers for student assessment & intervention programs; PISA - materials and supplies
- **Title III Budget:** Licensed extra duty reading tutors; Imagine Learning - 20 licenses; substitutes for instructional rounds
- **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
- **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:

- Closing the achievement gap between the number of proficient and non-proficient students
- Showing more than a year's growth

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.

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 2021-22 school year, students will take responsibility for their own learning and Increase the percent of grade k-5 students meeting/exceeding growth projections in math.

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).

- *Provide professional development for iReady as a math intervention and Envisions for Tier 1 instruction.*
- *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.*

Resources Needed:

- **At Risk Budget:** *Retention incentive stipend \$1000 for each licensed teacher; 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); class-size reduction teacher - 5th grade; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs*
- **General Budget:** *Learning strategist Read by Grade 3, 25 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 and 4; 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; substitutes to support grade level RTI collaboration & data analysis; 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; 8 desktop computers for student assessment & intervention programs; PISA - materials and supplies*
- **Title III Budget:** *Licensed extra duty tutors; Imagine Learning - 20 licenses; substitutes for instructional rounds*
- **ESSER Funds:** *Substitutes to support grade level and Leadership Team collaboration; Leader in Me PD and membership; grade level collaboration for data analysis/RTI, planning, and vertical alignment; EasyCBM PD and licenses; XtraMath; 50 desktop computers for student assessment & intervention programs; chromebook charger cords*
- **No Additional Cost:** *weekly grade level and vertical PLC meetings; Envision curriculum & PD; MAP benchmarking assessments; coaching; planning; Smarty Ants/Achieve3000 software*

Challenges to Tackle:

- *Closing the achievement gap between the number of proficient and non-proficient students*



- *Showing more than a year's growth*

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.*
- *Zoom 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*
- *Zoom Reading Center*

Inquiry Area 2 - Adult Learning Culture

Part A



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<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>
Problem Statement	<p><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></p> <p><i>Results from the Parents, Staff, and Students Leader in Me MRA (Measurable Results Assessment) survey indicate a decrease of students who have a growth mindset from 52% Fall 2020 to 49% Spring 2021. The Leader in Me MRS survey results indicated a decrease in students having self-efficacy for enlisting social resources from 61% Fall 2020 to 56% Spring 2021. (Students can plan and organize themselves, they can stay focused to get their assignments done on time, and motivate themselves to get work done, even if there are distractions.)</i></p> <p><i>Results from the staff Leader in Me MRA survey indicated a decrease in staff perception of their use of student collaboration as a key instructional strategy from 74% to 65%. There was also a decrease in staff perception regarding their use of student-led learning activities as a key instructional strategy from 68% to 63%.</i></p>		
Critical Root Causes	<p><i>Adults at Thiriote 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>		

Part B

Adult Learning Culture	
<p>School Goal: <i>At the end of the 2021-22 school year all staff will be trained in Year 2 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 2 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:</p> <p><i>At the end of the 2021-22 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 2 of Leader in Me.</i></p>	

**Action Steps:**

- *Leader in Me Professional learning Year 2*
- *Leader in Me book study*
- *Implementation of Leader in Me Year 2*
- *Staff presentations at staff meetings*
- *Whole school “WIG” Wildly Important Goal*
- *Classroom goals*
- *Classroom and schoolwide jobs*
- *Implementation of leadership teams*

Resources Needed:

- **At Risk Budget:** *Retention incentive stipend \$1000 for each licensed teacher; 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); class-size reduction teacher - 5th grade; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs*
- **General Budget:** *Learning strategist Read by Grade 3, 25 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 and 4; 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; substitutes to support grade level RTI collaboration & data analysis; 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; 8 desktop computers for student assessment & intervention programs; PISA - materials and supplies*
- **Title III Budget:** *Licensed extra duty tutors; Imagine Learning - 20 licenses; substitutes for instructional rounds*
- **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*
- **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>
Problem Statement	<ul style="list-style-type: none"> ● Our Connectedness Data for Behavior from the end of the year 2017-18 compared to 2019-20 shows an increase of 4.76% in the number of bullying reports from 21 to 22. ● Our Connectedness Data for Behavior from 2017-18 compared to 2019-20 shows that behavior event totals for the school increased by 22.1% from 190 to 232. 		
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

Connectedness	
School Goal: <ul style="list-style-type: none"> ● Decrease the number of bullying reports from 22 at the end of the 	STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships



2019-20 school year to less than 20 by the end of the 2021-22 school year as measured by the data in Datalab and FocusEd.

- Decrease the number of behavior events from 232 at the end of the 2019-20 school year to 200 by the end of the 2021-22 school year as measured by the data in Datalab and FocusEd.

are valued and celebrated.

Improvement Strategy: *Implement Year 2 Leader in Me instructional resources and strategies, Build on existing PBIS Positive Behavior 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 2021-22 school year

Action Steps:

- *Catch-a-Cash student store*
- *Chromebook distribution*
- *Counselor groups*
- *Drama Club*
- *Fourth Grade Cotillion*
- *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 2 PD and resources*



- *Raking up Leaders incentive for teachers*
- *School Canvas page*
- *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; 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); class-size reduction teacher - 5th grade; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs
- **General Budget:** Learning strategist Read by Grade 3, 25 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 and 4; 2 Certified Temporary Tutors to provide small group instruction during intervention block; 1 extra duty support staff; substitutes to support grade level RTI collaboration & data analysis; 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; 8 desktop computers for student assessment & intervention programs; PISA - materials and supplies
- **Title III Budget:** Licensed extra duty tutors; Imagine Learning - 20 licenses; substitutes for instructional rounds
- **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
- **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.*
- *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>	<i>\$110,019.99</i>	<ul style="list-style-type: none"> ● <i>Recruitment & Retention</i> ● <i>Instructional Aides</i> ● <i>Materials</i> 	<i>1, 2, and 3</i>
<i>EL Budget</i>	<i>\$293,557.38</i>	<ul style="list-style-type: none"> ● <i>Licensed Staff</i> ● <i>Supplemental Local Allocation</i> ● <i>Materials</i> 	<i>1, 2, and 3</i>
<i>General Budget</i>	<i>\$4,329,825.39</i>	<ul style="list-style-type: none"> ● <i>Administrators</i> ● <i>Licensed Staff</i> ● <i>Support Staff</i> ● <i>Supplies & Services</i> ● <i>Service Level Agreements</i> 	<i>1, 2, and 3</i>



<i>Title I Budget</i>	<i>\$294,265.22</i>	<ul style="list-style-type: none">● <i>Licensed Staff</i>● <i>Support Staff</i>● <i>Other Salaries: Tutoring, Collaboration, Site Liaison, Substitutes</i>● <i>Services, Technology, & Materials</i>● <i>PISA: Supplies & Materials</i>	<i>1, 2, and 3</i>
<i>Title III Budget</i>	<i>\$14,586.00</i>	<ul style="list-style-type: none">● <i>Licensed Extra Duty</i>● <i>Substitutes</i>● <i>Materials</i>	<i>1, 2, and 3</i>
<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>2023-2034 Supplies & Services</i>	<i>1, 2, and 3</i>