



Clark County School District

Lois Craig ES

School Performance Plan: A Roadmap to Success

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

Principal: Jackie Wyett

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Phone: 702-799-4910

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on November 14, 2024.



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/lois_craig_elementary_school/2024/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
Jackie Wyett	Principal(s) <i>(required)</i>
Heather Gonzalez	Other School Leader(s)/Administrator(s) <i>(required)</i>
Luciana Hart	Other School Leader(s)/Administrator(s)
Shanda Hinton	Teacher(s) <i>(required)</i>
Suzanne Blea	Teacher
Mitra Shokraifar	Paraprofessional(s) <i>(required)</i>
Shameeka Paige-Brown	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Countney Denson	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

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

Outreach Activity	Date	Lessons Learned from the School Community
SOT (monthly)	September 20, 2023 @ 7:30am	Review Title I Budget, review Strategic Budget as well as the ELL, At Risk and ESSR funds. Vote on the budget
SOT (monthly)	October 19, 2023 @ 7:30 am	Welcome new SOT members, Review responsibilities, 23-24 Title I Budget Review, Reviewed the School Performance Plan, Review the Continuous Improvement Plan and Act 1 Submission
Spread the Word Nevada: Snacks Time with Books	October 18, 2023 @ 3:45pm	Students receive books, review school information, and parents receive resources.
Fall Festival	October 26, 2023 @ 4:30	Families and community member help with games, provide food and trunk or treat
SOT (monthly)	November 15, 2023 at 7:30am	Reviewed parent and family engagement policy, updates on new hires, district-wide survey went out to students, parents, and staff



Leader in Me Monthly Data Talks	December 4, 2023 during prep	Teachers attend monthly LiM monthly data meetings to learn how to support the school's PBIS initiatives while developing leadership qualifications and setting learning goals for students.
SOT (monthly)	December 13, 2023 @ 7:30am	Updated Parent and Family Engagement Policy, CCSD District-wide Survey went out to students, parents, and staff (survey closes 12/15/2023), K-12 Code of Conduct, Review of the Continuous Improvement Plan for Act 2
SOT (monthly)	January 24, 2024 @ 7:30am	Review Strategic Budget Allocations, Review Teacher Allocations, Review additional staff for class size reduction, Addition of special, Review Title I Budget Allocations, and expenses
SOT (monthly)	January 26, 2024 @ 9:00am	Pastries with the Principal- review Title I Allocations, updates on the school, and school updates.
SOT (monthly)	January 31, 2024 @ 7:30am	Approve Strategic Budget, Approve Title I Budget
SOT (monthly)	February 28, 2024 @ 7:30am	Review Act 2 trends/data and see if the parent, student, and staff and survey is available
SOT (monthly)	March 27, 2024 @ 7:30am	Review district survey- still unavailable



SOT (monthly)	April 17, 2024 @ 7:30am	Review district survey results
SOT (monthly)	May 15, 2024 @ 7:30am	Title I monitoring, Title I parent and family engagement policy, conduct act 3 and summer school updates



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	NSPF, SBAC, MAP, WIDA	Panorama Survey	Lesson Plan, Classroom Observation, weekly PLC/Data Talks
	<p><i>Areas of Strength: Data shows that 36% of Black/African American students achieved ELA MGP growth compared to district average of 45%. Data also shows that 40% of Black/African American and 43% of English Learners Current + Former achieved Math MGP growth compared to district average of 51%.</i></p>		
	<p><i>Areas for Growth: Data shows that <5% of Black/African American students and 17.5% of English Learners + Former achieved proficiency on Math SBAC assessment. Furthermore, <5% of Black/African American students and 12.3 of English Learner + Former achieved proficiency on ELA SBAC assessment.</i></p>		
Problem Statement	<p><i>Tier 1 instruction needs to be focused on grade level standards in complexity with accuracy as indicated in each standard.</i></p>		
Critical Root Causes	<p><i>Teachers are unfamiliar with the standards so the tasks students are completing are not rigorous or appropriate.</i></p>		

Part B

Student Success	
<p>School Goal: Increase the percent of students meeting/exceeding proficiency projections in math from 9% (spring 24) to 14% (winter 25) to 21% (spring 25) as measured by MAP Growth Assessments.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3 - All students experience continued academic growth.</p>



Decrease the percentage of students scoring at or below the 40th percentile in math from 73% (spring 24) to 68% (winter 25) to 54% (spring 25) as measured by the MAP Growth Assessments.

Increase the percent of students meeting/exceeding proficiency projections in ELA from 9% (spring 24) to 14% (winter 25) to 21% (spring 25) as measured by MAP Growth Assessments.

Decrease the percentage of students scoring at or below the 40th percentile in ELA from 75% (spring 24) to 68% (winter 25) to 54% (spring 25) as measured by the MAP Growth Assessments.

Improvement Strategy: *Teachers will meet in PLC's to analyze data and determine a focus standard which they will unwrap in order to determine appropriate instructional activities. Students will be given formative assessments to monitor the improvement on the specific standard so teachers can make adjustments to instruction.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVisions 2020 EBI Level 3, MAP Accelerator EBI Level 3, HMH Into Reading EBI Level 1*

Intended Outcomes: *Students will make adequate growth using standards-based materials in a selected math and ELA domain, using data to drive instruction and create differentiated small group instruction.*

Action Steps:

- *Staff will engage in purposeful planning using PLC template utilizing current data*
- *Provide professional learning opportunities for unwrapping standards*
- *Utilize grade level common assessments*
- *Update long-range plans for standards-based math instruction*
- *Staff will consistently utilize math and ELA resources to effectively differentiate instruction*

Resources Needed:

- *PLC Template*
- *Learning strategists for professional learning*
- *PLC Calendar*
- *Common assessments*



- *Math technology*
- *enVisions math curriculum*
- *HMH reading curriculum*
- *MAP Growth Assessment Data*
- *Curriculum Engine*
- *Funding for professional learning/prep buy-outs*

Challenges to Tackle:

- *Student Absenteeism; Form attendance committee to monitor absenteeism, send notification home monthly to inform families of the number of absences students have in an effort to increase community buy-in around the importance of attendance, offer attendance incentives such as \$5 Jack in the box gift cards to students with perfect attendance or 20% improvement in attendance from last month*
- *Teacher development of instructional strategies; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*
- *Teacher experience evaluating data and creating action steps; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*

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

English Learners: Teachers will know who the ELL students are in their class. Teachers will be given PD on appropriate strategies for EL's. Administration and ELL Student Success Advocate will monitor the implementation of the strategies.

Foster/Homeless: Lois Craig offers wrap around services from Student Success Advocate, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Free and Reduced Lunch: All of the students at Lois Craig qualify for Free and Reduced lunch so we consider this a Tier 1 group. Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Migrant: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.



Racial/Ethnic Minorities: Students of minority groups make up the majority at Lois Craig. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Students with IEPs: Students with IEPs are provided services through Special Education. Administration and the Special Education Facilitator work together to support the varying needs of the population. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Additional Equity Supports: Chromebooks will be set up in the office to assist parents with registration and for other needed support. All communications will be shared via ParentLink, Dojo and also sent home in a paper format in a language that parents can understand.

In addition to the school wide goal and considered [equity supports](#), Lois Craig ES has adopted the following Student Success Action Plan in alignment to AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: 7.6%

ELL Math Proficiency: 6.1%

ELL WIDA Met AGP: 28%

AB 219 Student Success Root Causes: As evidenced by MAP & SBAC, the problem is English language learners are performing in the bottom 30th percentile in Nevada / in the Clark County School District. A root cause of low performance of English language learners in language proficiency and content achievement is due to the lack of consistent student-centered learning as well as a lack of consistent clear expectations and classroom norms. Furthermore, teachers are not consistently differentiating or scaffolding Tier I instruction for our second language learners. Students need consistent differentiation and scaffolding throughout Tier 1 instruction.

AB 219 Student Success [Goals](#):

● **Mathematics Summative Assessment**

- Increase the percentage of English Language Learners **meeting Adequate Growth Percentile (AGP)** in Math from 5.5% in 23-24 to 10.9% 24-25, as measured by the SBAC and reported on the NSPF.
- Increase the percentage of all students who met projected growth in Math from 49.57% (spring 23-24) to 55% (spring 24-25) and EL students from 56.17% (spring 23-24) to 60% (spring 24-25) as measured by MAP Growth Assessment.

● **Language Arts Summative Assessment**

- Increase the percentage of English Language Learners **meeting Adequate Growth Percentile (AGP)** in ELA from 13.8% in 23-24 to 18% 24-25, as measured by the SBAC and reported on the NSPF.



- Increase the percentage of all students who met projected growth in ELA from 45.89% (spring 23-24) to 50% (spring 24-25) and EL students from 53.48% (spring 23-24) to 58% (spring 24-25) as measured by MAP Growth Assessment.

- **Language Summative Assessment**

- Increase the percentage of English Learners **meeting AGP** from 28% in 2024 to 35% by 2025, as measured by WIDA .

AB 219 Student Success Improvement Strategy: Teachers will utilize scheduled PLCs to differentiate and scaffold lesson plan lessons, tasks, and assessments for ELLs.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Exact Path Level 3, enVisions 2020 EBI Level 3, MAP Accelerator EBI Level 3, Achieve3000 EBI Level 1*

AB 219 Student Success Action

- **Action Step [1]:**

- ELL Strategist will work with teachers during PLCs to identify students to conduct small group sessions that focus on the individual needs of students to provide Tier I and Tier II supports.
- Teachers will utilize QTEL strategies during small group instruction.
- Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks.
- **Monitoring Plan:** Monthly classroom walks, site based observation tool, monthly Instructional Rounds, student data binders
- **Person Responsible:** Administration and teachers

AB 219 Student Success Professional Learning

- **Professional Learning [1] for [staff]:** *LETRS training, PLC, Understanding Language Development (ULD), Review student Profiles through MAP*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement



Data Reviewed	<i>PLC's, Classroom Observations, Lesson Plans, Common Assessments</i>	Instructional Rounds, Observation Cycles	PLC Agenda, Professional Learning Calendar, PLC Template for unwrapping standards
	<i>Areas of Strength: willingness to learn and understand standards and adapt current instructional practices to remain student focused</i>		
	<i>Areas for Growth: How to unwrap standards, instructional reflective practices, working collaboratively with grade level</i>		
Problem Statement	<i>Teachers are having a difficult time unwrapping standards and using data to drive instruction.</i>		
Critical Root Causes	<i>There is a lack of skill and knowledge with teacher pedagogy. Teachers need time and resources to unwrap standards to be able to adjust instruction.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction, as measured by professional learning attendance records.</i>	STIP Connection: <i>Goal 2-All students have access to effective educators.</i>
Improvement Strategy: <i>Provide ongoing training and job embedded professional learning opportunities to all staff, as appropriate, focused on planning, data analysis, and responsive instruction through PLC cycles, PD days, and ongoing feedback loops.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities EBI Level 2</i>	
Intended Outcomes: <i>Teachers will unwrap standards and use data to drive instruction.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Teachers will use PLC template</i> ● <i>Teachers will use grade level assessment data</i> ● <i>Teachers will participate in professional learning</i> ● <i>Teachers will use curriculum engine as a resource</i> 	
Resources Needed:	



- *PLC*
- *Grade level data*
- *PLC calendar*
- *Curriculum Hub*

Challenges to Tackle:

- *There is a lack of skill and knowledge with teacher pedagogy; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*
- *Teachers need time and resources to unwrap standards to be able to adjust instruction; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*
- *Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.*

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

English Learners: Teachers will know who the ELL students are in their class. Teachers will be given PD on appropriate strategies for EL's. Administration and ELL Student Success Advocate will monitor the implementation of the strategies. In addition; the learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Foster/Homeless: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Free and Reduced Lunch: All of the students at Lois Craig qualify for Free and Reduced lunch so we consider this a Tier 1 group. Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Migrant: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Racial/Ethnic Minorities: Students of minority groups make up the majority at Lois Craig. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.



Students with IEPs: Students with IEPs are provided services through Special Education. Administration and the Special Education Facilitator work together to support the varying needs of the population. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners. In addition, Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Additional Equity Supports: Chromebooks will be set up in the office to assist parents with registration and for other needed support. All communications will be shared via ParentLink, Dojo and also sent home in a paper format in a language that parents can understand.

In addition to the school wide goal and considered [equity supports](#), Lois Craig ES has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed

Classroom Observations

PLC Agendas

AB 219 Adult Learning Culture Root Causes: As evidenced by PLC's, Classroom Observations, Lesson Plans, Common Assessments [observation/look for/professional learning data], the problem is teachers are having a difficult time making connections from the curriculum to the Nevada Academic Standards to provide adequate instruction to students. In addition, teachers are struggling with using data to drive instruction. A root cause of low performance of English language learners in language proficiency and content achievement is due to lack of skill and knowledge with teacher pedagogy. Teachers need time and resources to unwrap standards to be able to adjust instruction. Students need consistent differentiation and scaffolding throughout Tier 1 instruction.

AB 219 Adult Learning Culture Goals:

- **Professional Learning and Collaboration**

- Increase the number of **standards unwrapped by teachers** from 1 at the end of semester 1 to 3 at the end of semester 2, as measured by PLC agenda.

AB 219 Adult Learning Culture Improvement Strategy: Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Professional Learning Communities EBI Level 2*

AB 219 Adult Learning Culture Action

- **Action Step [1]:**

- Provide opportunities for teachers to attend weekly PLC with Administration to unwrap standards using Curriculum Hub and the Common Core Companion to include language supports in all grade level content area lessons for ELL and all students.
- *Utilize the components from the Teacher Clarity Playbook to follow the PLC cycle by understanding learning intentions and*



success criteria for both subject areas.

- **Monitoring Plan:** PLC agendas (weekly) and Classroom Walks (monthly)
- **Person Responsible:** Administration

AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for [staff]: Administration will provide professional learning to staff on the following: Teacher Clarity Playbook, PLC Cycles, Curriculum Engine, and Common Core Companion. Staff will engage in Understanding Language Development (ULD) sessions professional learning to implement EL strategies

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Data Sheets District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>	<i>Data Checks District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>	<i>Survey Data District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>
	<i>Areas of Strength: Provide multiple opportunities to assess students through formative assessments (observations, teacher led discussions, peer-to-peer discussions, and collaborative classwork)</i>		
	<i>Areas for Growth: Conferencing with students to set goals and provide immediate feedback from formative and summative assessments. Teachers follow up with parents to review goals set by students to promote extended learning at home.</i>		
Problem Statement	<i>Students do not set independent learning goals and are not engaged in their own learning therefore not sharing academics at home.</i>		
Critical Root Causes	<i>Students are dependent on teachers for guidance. Students are not self- motivated to be independent thinkers who set goals and take responsibility for their learning. Student goal setting has not been consistently implemented for students and parents do not know what goals need to be achieved.</i>		



Part B

Connectedness	
School Goal: <i>Provide training to 100% of students and staff on how to implement student notebooks, as measured by student training (lesson plans), attendance records, and notebook completion.</i>	STIP Connection: <i>Goal 3 - All students experience continued academic growth.</i>
Improvement Strategy: <i>Provide training to 100% of students and staff to implement student data notebooks to increase student metacognition.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture Level 4</i>	
Intended Outcomes: <i>Students will be able to track their academic performance and goal setting in their individual Data Notebooks. They will track their academic data, set goals, and consistently track progress of those goals.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Teachers will attend professional learning on student data binders</i>● <i>Teachers will decide roll-out for individual grade level notebook implementation</i>● <i>Students will be trained on individual data binders, including how to: track their academic data, set goals, and consistently track progress of those goals.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Data binder training for students</i>● <i>PLC for teachers on how to introduce and implement data binders to students</i>● <i>Data Binders</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Students have not consistently tracked their academic performance; data binders so they are reviewed on a monthly basis.</i>● <i>Consistency in teacher implementation of data binders. Administration and strategist will model the use and implementation of the data binders.</i>● <i>Support staff will be trained in assessing students with the component of the data binders so they are reviewed on a monthly basis.</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Teachers will know who the ELL students are in their class. Teachers will be given PD on appropriate strategies for EL's. Administration and ELL Student Success Advocate will monitor the implementation of the strategies. Provide additional ELL supports to students if data from month to month become stagnant and does not improve.	



Foster/Homeless: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Free and Reduced Lunch: All of the students at Lois Craig qualify for Free and Reduced lunch so we consider this a Tier 1 group. Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Encourage students to join Leo Club that is funded through 21st Century to before school and after school enrichment and tutoring.

Migrant: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Racial/Ethnic Minorities: Students of minority groups make up the majority at Lois Craig. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners. Also, utilize a specialist or strategist to provide tiered interventions and acceleration for students.

Students with IEPs: Students with IEPs are provided services through Special Education. Administration and the Special Education Facilitator work together to support the varying needs of the population. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Additional Equity Supports: Chromebooks will be set up in the office to assist parents with registration and for other needed support. All communications will be shared via ParentLink, Dojo and also sent home in a paper format in a language that parents can understand.

In addition to the school wide goal and considered [equity supports](#), Lois Craig ES has adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Student Metacognition

AB 219 Connectedness Root Causes: As evidenced by Student Data Sheets, District Wide Survey Data, Data Driven Instruction and Assessment, and Implementation Rubric, the problem is due to the lack of training, students are unable to set independent learning goals therefore they are not engaged in their own learning. A root cause of low performance of English language learners in language proficiency and content achievement is due to students being dependent on teachers for guidance. Students are not self-motivated to be independent thinkers who set



goals and take responsibility for their learning. Student goal setting has not been consistently implemented for students so parents do not understand what goals need to be achieved. Students need to be provided opportunities to monitor their own growth through monthly benchmark data. The teacher will provide clear success criteria through differentiated instruction through purposely plan lessons supported through PLCs.

AB 219 Connectedness Goals:

- Student data binders checks
 - Administration will increase the number of times data binders are checked from 0 checks in the first semester to 2 checks in semester two as measured by classroom walks.

AB 219 Connectedness Improvement Strategy: *Students will be trained on individual data binders, including how to: track their academic data, set goals, and consistently track progress of those goals.*

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Data Analysis EBI Level: 2

AB 219 Connectedness Action

- **Action Step [1]:**
 - Teachers will identify their EL students in their class to further support student metacognition and include appropriate strategies as part of updating their student data binders.
 - **Monitoring Plan:** Classroom walks, observation, and PLCs
 - **Person Responsible:** Administration

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [staff]:** *PLC for teachers on how to introduce and implement notebooks to students.*



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)
School General Funding	\$ 5,941,481.03	Staffing Teacher PLC's Prep Buy-Out Support Staff Incentives Programs SEL Support	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
Title I Funding	\$249,090.00	Staffing Technology Parent Center Resources	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
EL Funding	\$868,820.02	Staffing Wrap around services Admin Incentive Licensed Staff incentive	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
At-Risk	\$792,669.30	Student Success Advocate Staffing Wrap around services	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness