<p style="text-align:center">Douglas County School District</p>

C.C. Meneley Elementary School

<p style="text-align:center">2022-2023 School Performance Plan:
A Roadmap to Success</p>

C.C. Meneley 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 Blaine Spires for more information.

Principal: Blaine Spires
School Website: ccmes.dcsd.net
Email: bspires@dcsd.k12.nv.us
Phone: 775-265-3154
School Designations: X Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 10/31/22.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Blaine Spires	**Principal(s)** *(required)*
Andrew Fromdahl	**Other School Administrator(s)** *(required*
Josh Lang, Jessica Weisz, Leslie Campbell, Anneliese Peters	**Teacher(s)** *(required)*
Debbie Wood, Wendy Rosenbloom	**Paraprofessional(s)** *(required)*
Stephanie Christensen, Anna Hughes	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

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/douglas/c._c._meneley_elementary_school/2022

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
- Pockets of strong growth on the MAPs in Reading and Math - Effective intervention support - MTSS process	- Student achievement in ELA and Math - Foundational skills mastery in primary grades - Attendance - English Learner achievement on the state test

Problem Statement:

Math: 28% proficiency rate on 2021-22 SBAC Assessments; Fall 2022 53% are below the 40th percentile on MAPs

ELA: 33% proficiency rate on 2021-22 SBAC Assessments; Fall 2022 52% are below the 40th percentile on MAPs..

Critical Root Causes of the Problem:
Math:
- Number sense and numeracy is not solid
- Inconsistent understanding and use of math operations
- Lack of math interventions offered
- Students continue to struggle with math strategies and efficiency of use
- Lower writing proficiency impacts written math responses
- Lower reading proficiency impacts math understanding, especially word problems
- Exposure and understanding of math concepts in different formats or presentations
- Not enough opportunities for productive struggle
- Absenteeism
- Impacts and changes during the COVID-19 Pandemic

Reading:
- Low proficiency and development in early grade literacy skills (letter identification, sounds, sight words)
- Low academic skills entering kindergarten
- Amount of independent reading time at school and at home

- ▪ Lower writing proficiency impacts written reading responses
- ▪ Student motivation to read a variety of texts at independent levels
- ▪ Absenteeism
- ● Impacts and changes during the COVID-19 Pandemic

AB 219 Corrective Action Plan Meeting:
- • We have not had a consistent EL teacher over the last four years.
- • Lack of foundational reading and speaking skills are impacting their overall learning

Student Success

School Goal: Increase student proficiency in math and reading to 50% or higher on SBAC assessments.	Aligned to Nevada's STIP Goal:
Formative Measures: ● SBAC Assessments ● WIDA Access for EL Students	☐ STIP Goal 1 ☐ STIP Goal 2 xSTIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Provide students with grade and student-centered leveled instruction, interventions, and support	**Lead:** *Who is responsible for implementing this strategy? Teachers and administration.*

Improvement Strategy: Provide students with grade and student-centered leveled instruction, interventions, and support

Math:
- Math strategy groups to support students approaching proficiency
- Extra staff support to assist classroom teacher
- Implementation and use of i-Ready
- Student data binders for self-monitoring and goal setting
- Completion of ZEARN lessons K-5
- Incentives for growth on MAP tests
- Additional opportunities for students after school in person or virtually

Reading:
- 90 minute instructional blocks first thing in the morning. Specialists/support staff pushes into classrooms to provide support.
- Small group interventions with classroom teacher (strategy groups)
- Lucy Calkins instructional materials and mini-lessons
- Implementation and use of i-Ready
- Use of RAZ Kids for lower readers
- Student data binders for self-monitoring and goal setting
- Incentives for growth on MAP tests
- Additional opportunities for students after school in person or virtually

AB 219 Corrective Action Plan:
- We now have a consistent EL teacher. She shares her time with another school. However, she provides support our students daily in the morning.
- We are using a push-in model for a morning literacy block.
- Individual students needs are met after the instructional block
- School centered focus on vocabulary and high quality read alouds in the primary grades.

Evidence Level: Tier 1 – There is strong evidence for the use of iReady as a strategic intervention as well as Lucy Calkins literacy instruction. The other strategies range in their evidence, but are ultimately what our team has decided will best support our students.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Determine what financial resources are available (BIF, and Title 1)*
- *Identify specific students needing support through school's MTSS process*
- *Effective PLCs for each grade level with discussion focused on instruction*
- *Connect with district HR for additional staff work hours allowances*
- *Identify and schedule additional staff support times to classroom teachers*
- *Set up and review collected data on curriculum, instruction, and electronic programs*
- *Maximize instructional minutes*

Resources Needed: *What resources do you need to implement this improvement strategy?*
- *Budget for additional staff pay*
- Use of i-Ready

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge: See root causes*
- *Potential Solution: See root causes*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Board Intervention Funds, Title 1A

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: Lack of foundational skills in reading and speaking
- Support: Consistent push-in support and small group work with highly qualified EL teacher

Foster/Homeless:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Free and Reduced Lunch:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:
- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- Effective NEPF Process - Implementation of EPIC - Strong grade level PLC teams	- More focus on instructional conversations - Time to review progress and data

Problem Statement: The school desires to complete the EPIC learning rollout, and collaborate and work with colleagues to support the needs of students; scheduling, time, and availability pose a problem. We always want to support our teachers with highly effective tier 1 instruction.

Critical Root Causes of the Problem:
- Time
- Low academic achievement
- Ability and comfort range with technology
- Implementation of EPIC requirements
- Substitute availability
- COVID-19 Pandemic

Adult Learning Culture

School Goal: 100% of staff will meet their expected targets on their Student Learning Goal. AB 219 Corrective Action Plan: ● 100% of the teaching staff will complete the class ELD 101 through the Nevada Department of Education by spring of 2024. **Formative Measures:** ● Bi-Monthly meeting with EPIC Coach ● Goal conferences and mid-cycle conferences ● Observations ● In formal conversations and feedback ● District roadmaps for teachers ● Support grade level collaboration on early release days	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 x STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5
Improvement Strategy: School staff will continue to implement EPIC Learning strategies from district professional development in their classrooms with students. Teachers' SLG's will be their guide for growth. Administration will support teachers on their goal throughout the year. **Evidence Level:** Tier 1 – SMART Goals have strong evidence for success if the data collection is solid and the benchmarks are rigorous. **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Bi-Monthly meeting with EPIC Coach ● Goal conferences and mid-cycle conferences ● Observations ● In formal conversations and feedback ● District roadmaps for teachers ● Support grade level collaboration on early release days **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Time to meet with teachers and review on going data	**Lead:** *Who is responsible for implementing this strategy? Teachers will create their own SLG that is reviewed and approved by administration.*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*
- *Implementation Challenge:* Teachers are all at different places in regards to their educational journey.
- *Potential Solution:* Administration will be specific in their targeted supports

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- No additional funding is needed at this time

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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Foster/Homeless:
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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Individual relationships with parents - Family attendance at evening events - Teacher communication with families	- Reaching our at risk populations - Communicating instructional practices and standards

Problem Statement: Meaningful ongoing communication with families that focuses on academic progress and growth. Parents have shared that they don't know what they don't know. They need clearer guidance on how to support their child at home. As we make our shift to more personalized learning, parents are having to adapt to how education looks today versus when they were in school.

Critical Root Causes of the Problem:
- There are a number of ways we communicate and we assume that the different methods of communicating make it more challenging to determine what is important (eg: Remind, email, phone calls etc.) Administration and teachers do not always know what information is read and reviewed.

Connectedness	
School Goal: Increase parental understanding of the standards, academics, and programs in the classroom **Formative Measures:** - Communication home - Parent survey	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4

	x STIP Goal 5

Improvement Strategy: Increase parent involvement in academics by communicating with parents about instruction and strategies to support their child.	**Lead:** *Who is responsible for implementing this strategy? The entire staff.*
Evidence Level: Tier 1 – Increasing parent to school communication is critical to student success and is supported through research.	
Action Steps: *What steps do you need to take to implement this improvement strategy?* ● Utilize student led conferences so that students have more ownership of their learning. This will also increase parent turn out at parent teacher conferences ● The use of EMPOWER to communicate progress toward priority standards mastery ● Family Literacy Night	
Resources Needed: *What resources do you need to implement this improvement strategy?* ● No additional resources are needed.	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* ● Reaching the parents that do not regularly communicate ● Continuing to build trust and rapport with families ● EMPOWER is a brand new reporting tool this year ● *Potential Solution:* ● Student led conferences ● Data notebooks	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● No additional funding is needed	

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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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
SPP Review Meeting	*9/13/22*	- *Received parent and staff feedback*