



Clark County School District

Goldfarb ES

School Performance Plan: A Roadmap to Success

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

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on June 7, 2023.



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/dan_goldfarb_elementary_school/2023/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Wendy Lee Phelps Principal & Dr. Jane Fernandez, as of July 1, 2023	Principal(s) <i>(required)</i>
Rick Crandall-Malone AP	Other School Leader(s)/Administrator(s) <i>(required)</i>
Crystal Gibson-ELL facilitator	Teacher(s) <i>(required)</i>
Jimena Rising-2nd grade	Paraprofessional(s) <i>(required)</i>
Alicia Norman-3rd grade and parent	Parent(s) <i>(required)</i>
Deanna Iverson-Strategist	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	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
Tentative plan for the 23-24 school year Meet and Greet	8/4/23	Parents were requested to provide feedback on what they like about our school and identify opportunities for improvement through a beginning of the year parent survey.
Pastries with Parents/Guardians and Workshop	9/28/23	Parents appreciate any training/assistance on how to help their children at home.
Parent Teacher Conferences	Week of 10/10/23	Parents need more help/recommendations on how to assist their children at home.
Fall Festival	10/20/23	Parents show willingness to collaborate with the Goldfarb community.
SOT	Every 3rd Thursday of the month	Parents were presented with the SPP and were able to provide suggestions on how to improve the plan.
Winter Jam	12/7/23	



Reading Week	3/2024	
Spring Fling	4/11/24	



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	MAP Growth Assessments	Student Survey and Counselor Referrals	PLC Meeting Notes, Classroom Observations
	Areas of Strength: In MAP Reading from the Spring 21-22 to 22-23 second and third met projected growth . In WIDA for the 2022-2023, 11 students were exited.		
	Areas for Growth: MAP Math scores from winter 2022-23 to spring 22-23 decreased the number of students that met their projected growth from 54% to 50%. 5th grade had the highest percentage of students who did not meet their projected growth with 69 %.		
Problem Statement	The percentage of students performing below the 40th percentile increased throughout the 2022-2023 school year.		
Critical Root Causes	Teachers have only been using the EnVisions math program for two years. ALL students did not have instruction with teachers who were fully trained, there was a lack of common vocabulary used, 8 Mathematical Practices were not consistently discussed in all classrooms, and small group instruction was not provided consistently in all classrooms to remediate.		

Part B

Student Success



<p>School Goal: Increase the percent of all students scoring above the 40th percentile in math from 43% in (Spring 2023) to 48% in (Winter 2023) to 53% (Spring 2024).</p>	<p>Aligned to Nevada's STIP Goal: #3</p>
<p>Improvement Strategy: <i>Implementing a consistent curriculum for the third year in a row, using common vocabulary/CUBES math problem solving strategy, refer to the 8 Mathematical Practices consistently, providing students with manipulatives, conducting small groups, and get parents involved on how they can help their child at home.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2).</i></p>	
<p>Intended Outcomes: <i>Students will build skills in operations and algebraic thinking and numbers and operations based on MAP Growth Assessment.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Ensure the MTSS Tier 1 instruction is occurring● Utilize the CCSD's observation "Look for" EnVisions Math program framework to ensure students get the daily review, 3 act math, etc.● Follow the CCSD pacing guides, aligned w/EnVisions long-range plans & ensure ALL math standards are taught during academic year● Professional Learning for new staff on the EnVision Math program● Ensure students are using common/proper math vocabulary● Ensure academic discourse is occurring, using number talks, and strategies that engage ALL students● Implement a rigorous fact fluency process across grade levels● Observe staff using the school wide math word problem strategy- CUBES● Model how students should be referring to the 8 Mathematical Practices throughout all math lessons so students know what "good math students do"● Provide visuals for students to see the 8 Mathematical Practices (book marks provided, anchor chart)● Provide students with concrete opportunities to work with manipulatives● Expect teachers to conduct small group math intervention with the students identified in data meetings with the strategies suggested with teammates, during math instruction● Expect all 3-5 students to engage weekly (minimum of 30 minutes) on the differentiated Exact Path to fill in students' math gaps● Identify students who truly need the opportunity to attend an after school Math Academy starting Fall 2023● Provide after school training on site to support teachers with the implementation of the SPP	



- Provide paid time for teachers to engage in **after school planning time**
- Continue with **weekly grade-level meetings** to support implementation of the above action steps
- Support teams by having administrators and strategists attend grade-level Professional Learning Communities (PLC) /**data meetings**
- Conduct regular **classroom observation and walkthroughs** observing consistent implementation of EnVisions/CUBES/8 Mathematical Practices across grade levels
- Schedule **instructional rounds** with teacher groups to observe mathematical discourse, learning intentions and success criteria are evident in instructional practices
- Provide **parent workshops and after school events** that give parent strategies to support their children at home, especially in math
- Ensure teachers set MAP **Growth Goals**

Resources Needed:

- Continue to have ELL Strategist-help with ELL strategies
- Instructional Assistants to support grade levels with pull out and small groups
- Add licensed CTT using Title 3 funds to assist with interventions
- Math strategists will work to schedule observations and model lessons
- Support teachers to create and manage math small groups
- Data spreadsheet for each GL from MAP Accelerator, EnVisions Topic Assessments, MAP Assessment-review data
- Unwrapping standards format using CCSD's Professional Learning Communities Template
- Data review format- use format to review data after unwrapping standard and conducting an assessment
- Consistent RTI system using schoolwide flowchart
- Funds for student Math Academy

Challenges to Tackle:

- Lack of substitutes because of open positions/no subs available to provide time during the school day for many of our action steps; advertise within the community that we need subs, welcome and appreciate any new subs to the building.
- New teachers ability to manage new responsibilities; support new teachers with our strategists and team leaders
- Ensuring teachers are unwrapping math standards-3 for this school year; administration and strategists model how to unwrap standards and sit in on meeting to support
- Teacher either reluctant or unfamiliar with providing/conducting meaningful small groups; strategists model small groups, take data on students who meet in small groups to share how smaller groups can improve student outcomes
- Implement RTI to be consistent throughout grade levels; ensure all grade levels and teachers attend the RTI meetings, ensure RTI facilitator meets 1-1 with each teacher as well

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

In addition to the school-wide goal and considered equity supports, Goldfarb ES has adopted the following Student Success Action Plan in



alignment to AB 219.

AB 219 Data Reviewed

ELL ELA Proficiency: 8.3%

ELL Math Proficiency: 11.1%

ELL WIDA Met AGP: 28.4%

AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA assessment, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to:

- 1) Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.
- 2) Teachers need to acquire additional knowledge and skills to deliver effective grade-level Tier 1 designed to provide ELLs access to content that develops the English language, vocabulary, and content simultaneously.
- 3) Teachers need to acquire additional knowledge and skills pertaining to research-based language development strategies.

Students need *discourse structures to build their language proficiency and increase their content achievement. Teachers need professional learning to acquire additional knowledge and skills pertaining to research-based language development strategies.*

AB 219 Student Success Goals:

- **Mathematics Summative Assessment**
 - Focus on increasing the percent of ELLs **proficient** in Math from 11.1% in 2023 to 16% by 2024, as measured by SBAC Math.
- **Language Arts Summative Assessment**
 - Focus on increasing the percent of ELLs **proficient** in ELA from 8.3% in 2023 to 15% by 2024, as measured by SBAC ELA
- **Language Summative Assessment**
 - Goldfarb ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 28.4% (2022-2023 baseline data) to the **39%** quartile by May 2024.

AB 219 Student Success Improvement Strategy: HMH Into Reading K-5, 95 Phonics Core Program

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

AB 219 Student Success Action

- **Action Step 1:** Implement HMH Into Reading program across all grade levels during Tier 1 instruction to develop ELLs foundational and comprehension skills so that students can apply decoding skills when engaging with printed text.
 - **Monitoring Plan:** Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.
 - **Person Responsible:** Teachers, learning strategists, and administration



- **Action Step 2 :** Implement 95 Phonics Core program across all grade levels during Tier 2 instruction to develop ELLs foundational skills so that students can apply decoding skills when engaging with printed text.
 - **Monitoring Plan:** Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.
 - **Person Responsible:** Teachers, learning strategists, Certified Temporary Tutors (CTTs), and administration

- **Action Step 3:** After-school tutoring will be offered to all ELLs Monday through Thursday for an hour a day.
 - **Monitoring Plan:** Daily attendance and observations
 - **Person Responsible:** Tutoring leads and teachers

- **Action Step 4:** Provide newcomer ELL students the opportunity to engage in Imagine Learning activities before school four days a week.
 - **Monitoring Plan:** Daily attendance by ELL Strategist, weekly observations by administration
 - **Person Responsible:** Administration and ELL strategist

- **Action Step 5:** Professional learning targeted on the use of Kagan discourse structures and Accountable Talk.
 - **Monitoring Plan:** Weekly during Professional Learning Communities(PLC), bi-weekly during staff meetings, and during all district-assigned staff development days
 - **Person Responsible:** Administration, teachers, and learning strategists

AB 219 Student Success Professional Learning

- **Professional Learning for teachers:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
 - Provide professional learning targeted on the use of Kagan discourse structures and Accountable Talk to increase the opportunities that students are provided to engage in productive discourse to make meaning of content.

Provide professional learning opportunities for all teachers to engage in instructional rounds with a focus on the opportunities that students are provided to engage in productive discourse to make meaning of content.

Foster/Homeless: Sending resources and manipulatives home with students.

Free and Reduced Lunch: provide after school tutoring

Migrant: Ensuring digital access to instructional resources, tier 2 interventions



Racial/Ethnic Minorities: embed the growth mindset philosophy and promote the student pledge to create a sense of community.

Students with IEPs: Utilizing a full time SEIF and highly qualified staff.

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>MAP Growth Assessments and SBAC</i>	<i>Student Survey and Counselor Referrals</i>	<i>PLC Meeting Notes, Classroom Observations</i>
	<i>Areas of Strength: Staff willing to collaborate on the new math program and reflect and adjust instruction as needed.</i>		
	<i>Areas for Growth: More time using program, using CCSD simple format for unwrapping standards consistently.</i>		
Problem Statement	<i>Common PLC unwrapping and data structures are not being used consistently across grade levels.</i>		
Critical Root Causes	<i>Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.</i>		

Part B

Adult Learning Culture	
School Goal: By the end of the school year, all teachers will show evidence of unwrapping critical standards by providing documentation on the CCSD simple format (minimum of three standards unwrapped during	STIP Connection: #3



the 23-24 school year).	
<p>Improvement Strategy: <i>Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2)</i></p>	
<p>Intended Outcomes: <i>Teachers will have 3 cycles of unwrapping standards, reviewing data and adjusting instruction. Specifically, they will unwrap a standard, give pre-assessment, analyze data using simple form, set goals, individually and collaboratively plan, implement strategies/interventions, monitor, assess, and adjust practices. Student outcomes will improve significantly.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Continue all staff participate in the MTSS training, to include referring to the unwrapping standards video</i>● <i>Support the staff using the MTSS unwrapping standards format using the Teacher Clarity Playbook</i>● <i>Ensure new staff receive a Playbook and a review on it content</i>● <i>Data Review of assessment on standards teachers unwrapped (minimum of 3 this school year)</i>● <i>Use the CCSD format for unwrapping standards, data review and grade level meeting to capture the valued conversations</i>● <i>Unwrap standards to ensure staff are meeting all the components (minimum of 3 for this school year).</i>● <i>Attend weekly grade-level meetings and morning meetings, as needed, to complete the unwrapping and data review</i>● <i>Admin and strategists attending morning PLC data and grade level meetings to support grade-level goals</i>● <i>Implement strategies/interventions discussed during all meetings, PD's, and support/collaborative conversation</i>● <i>Monitor student progress</i>● <i>Assess students and adjust practices</i>● <i>Each teacher import data to the grade level Data Spreadsheet Portfolio</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Time allocated for Professional Learning on PLC, unwrapping standards</i>● <i>More than one grade-level/PLC meeting a week with a possible prep buy</i>● <i>Teacher Clarity Playbook for each teacher</i>● <i>Data from (Envision Topic test, Exact Path, Map Assessment, etc.)</i>● <i>Data Spreadsheet Portfolio document for each grade-level</i>● <i>Minutes collected from all meetings</i>● <i>Support, substitutes and creative scheduling as needed</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Equal participation in meetings by members; facilitate meetings to use interaction strategies allowing everyone to have a voice.</i>	



- *Teachers regularly inputting their data for everyone to review; provide time, give a deadline and follow up-provide support as needed*
- *Teachers not valuing the processes; ensure purpose is stated, invite questions and discuss outcomes*
- *Teachers learning the unwrapping standards process using the Teacher Clarity Playbook; provide time and modeling on using the playbook*

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

In addition to the school-wide goal and considered equity supports, Goldfarb ES has adopted the following Adult Learning Culture Action Plan in alignment to AB 219.

AB 219 Data Reviewed

- **PLC Observation Tool Data:** Reviewed weekly to identify supports needed in each grade level team in unwrapping standards, identifying learning intentions and success criteria, designing assessments, planning for initial instruction, and in analyzing and responding to students' assessment data.
- **Classroom Observations:** Reviewed weekly, using the Tier 1 Monitoring Tool, to identify trends and supports needed in each class.

AB 219 Adult Learning Culture Root Causes:

As evidenced by observed weekly PLC instructional conversations and Tier 1 instruction classroom observations, the problem is that ELL students have not been provided with ample opportunities to develop their language proficiency. A root cause of the low performance of English language learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of ELLs. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.

AB 219 Adult Learning Culture Goals: Professional Learning and Collaboration

- Professional learning will be delivered to all teachers on quality Tier I instruction by the end of the 23-24 school year. Teachers will provide ELL students with access to standards-based instruction as well as targeted instruction aimed at increasing proficiency in ELA and math, as measured by PLC observations and attendance.
- During the 2023-2024 school year, 100% of grade-level teams will participate in ELA Tier I instruction professional learning during weekly grade level meetings. All grade level teams will engage in Professional Learning Communities to unwrap standards, identify learning intentions and success criteria, determine learning progression, design formative and summative assessments, and analyze student data to plan for enrichment and intervention.

AB 219 Adult Learning Culture Improvement Strategy: HMH into reading K-5 (4), Professional Learning Communities (PLC) (2)

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



AB 219 Adult Learning Culture Action

- **Action Step 1:** Provide opportunities for teachers to participate in Tier 1 training to enhance instruction and student engagement for ELL students
 - **Monitoring Plan:** Weekly, during classroom observations using Tier 1 Monitoring Tool
 - **Person Responsible:** Administration, teachers, and learning strategists

- **Action Step 2:** Set clear expectations for PLC grade level teams to purposefully plan instruction that includes embedded ELL strategies.
 - **Monitoring Plan:** Weekly, during PLCs using PLC Observation Tool
 - **Person Responsible:** Administration, grade-level leads, and learning strategists

AB 219 Adult Learning Culture Professional Learning

Professional Learning for teachers: *What professional learning does the site need around instructional practice for ELL students?*

- Professional learning on quality Tier I instruction with embedded ELL strategies.

Foster/Homeless: use counselors and Impact staff to support students in need. Provide resources as needed.

Free and Reduced Lunch: Use Title 3 funding for a CCT to support Tier 2 and Tier 3 instruction to meet the needs of the struggling students

Migrant: N/A

Racial/Ethnic Minorities: educate staff on the importance of believing in all students, supporting all students and recognizing and embracing similarities as well as differences

Students with IEPs: Limit inclusion classrooms and support co teaching with special education staff to provide the least restrictive environment.

For all staff to meet everyone's needs: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk. Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Nevada School Climate Social Emotional Learning Survey, Panorama Student Survey and School Made Survey</i>	<i>Student Survey, Counselor Referrals, staff and administrator conversations with students</i>	<i>Observations around the campus-classroom, lunch room, playground</i>
	<i>Areas of Strength: According to the Nevada School Climate Social Emotional Learning Survey we are higher than the district and state on overall positive results in 4 of the 5 areas (Cultural and Linguistic Competence, Relationships, Physical safety and Emotional safety. According to our School Made Survey, 92.3% of students reported that their teacher cared about them.</i>		
	<i>Areas for Growth: Student learning attitudes and Social and Emotional competency</i>		
Problem Statement	<i>Students did not have the mindset to believe they are capable of learning difficult content, their intelligence cannot change, they cannot challenge themselves and there are some things they are not capable of learning.</i>		
Critical Root Causes	<i>Absence of consistent relationships due to absences, teacher turnover, lack of confidence, content too difficult, students gave up, lack of support and families are struggling to deal with concerns.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the percent of students who agree or strongly agree that there are some things they are not capable of learning from 26.19% to 16% by December 2023 as measured by the CCSD District Wide survey.</i>	STIP Connection: #6
Improvement Strategy: <i>Provide opportunities for students to reflect on their learning attitudes.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 3</i>	
Intended Outcomes: <i>Students will believe "I haven't learned it yet," or "I can't yet," instead of "I can't."</i>	



Action Steps:

- Incorporate school moto: *Believe, Achieve, Succeed* into our daily conversations
- Monthly in class Counselor lessons-schedule will be presented to admin in August 2023, to include lessons on **Students believing in themselves, taking risks to get involved, and Bullying vs. Bothering -ccsd survey**
- Counselor focused lessons in **small groups** or in classrooms
- Utilize **IMPACT staff** to support high needs students
- Explain the IMPACT referral process
- Review the student **“ROAR” Goldfarb Pledge** daily and all staff **referencing it throughout the day...** *“be a risk taker, persevere, belief in yourself and others*
- Create a family in all classrooms by having daily **SEL lessons**/morning meetings, etc.
- Provided resources to staff to conduct lessons in their classroom
- Model and embed our expectations into what we do each day
- Encourage all staff to embed these principles into every day instruction
- Provide teachers with professional development on Growth Mindset (paid teacher book study on **growth mindset, school culture, engagement, or MTSS**)
- Conduct **parent workshops** to support our families at home with their students social and emotional needs
- Support the playworks philosophy by having students engage in organized games to have them feel a part of something and included
- Support Kelso’s Choices when dealing with conflicts on the playground or in the classrooms

Resources Needed:

- Calendar of counselor’s monthly lessons
- Sample lessons to conduct with class
- Professional development
- sharing of strategies and ideas of what staff are already doing
- Time and place to conduct book study
- More Mindset books
- Schedule parent workshops

Challenges to Tackle:

- Staffing, substitutes and attendance
- Limit dedicating time to focus on SEL of students and the importance of a family classroom atmosphere.
- Inexperience in embedding pledge, mindset, and principles into daily activities
- Staff buy-in; truly believe in all students and mindset beliefs
- Time for book study
- Parents coming to the workshops



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

In addition to the school-wide goal and considered equity supports, Goldfarb ES has adopted the following Connectedness Action Plan in alignment to AB 219

AB 219 Data Reviewed

Districtwide Climate Survey
Panorama Survey

AB 219 Connectedness Root Causes: As evidenced by the Districtwide Climate Survey and the Panorama Survey, the problem is that ELLs believe that there are some things they are not capable of learning. A root cause of this belief of English language learners in language proficiency and content achievement is due to a need to develop students' growth mindset and teachers' limited knowledge of strategies to use with students to encourage them to use statements such as "I haven't learned it yet", or "I can't yet", instead of "I can't". Students need teachers who are well versed in planning for and executing growth mindset lessons that will help students change from a fixed mindset to a growth mindset.

AB 219 Connectedness Goals:

- Decrease the percent of students who agree or strongly agree that there are some things they are not capable of learning from 26.19% to 16% by December 2023 as measured by the CCSD District Wide survey.

AB 219 Connectedness Improvement Strategy: Counselor, Wrap-Around Services

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

AB 219 Connectedness Action

- **Action Step 1:** Provide social emotional school-wide assemblies targeted towards growth mindset.
 - **Monitoring Plan:** Schedules of one assembly per semester (Miss Fairy G Assembly in November, and ROAR Assembly in January) and student attendance
 - **Person Responsible:** Counselor, teachers, administration
- **Action Step 2:** Provide small group social-emotional learning lessons to identified students based on Panorama Survey
 - **Monitoring Plan:** Small group social-emotional learning weekly schedules
 - **Person Responsible:** Wraparound team

AB 219 Connectedness Professional Learning

- **Professional Learning is needed:** *What professional learning does the site need around Connectedness for ELL students?*
 - Professional Learning on Restorative Practices and on Growth Mindset through a book study.



Foster/Homeless: Small group mindset meetings with the School counselor. use all staff- custodians, lunch staff, office staff to build up students' sense of community.

Free and Reduced Lunch: use all staff- custodians, lunch staff, office staff to build up students' sense of community.

Migrant: N/A

Racial/Ethnic Minorities: use all staff- custodians, lunch staff, office staff to build up students' sense of community.

Students with IEPs: use all staff- custodians, lunch staff, office staff to build up students' sense of community.

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)
General Funds	Total 4,303,367	Licensed staff, support staff, strategists, interventionists, supplies and services	Gold 1, Goal 2 and Goal 3
Title Funds	482,670	Title 1 Pre-K Teacher and an Instructional Assistant, class size reduction for 3, and 4, and ELL Strategist, prep buy, extra duty pay, technology:chromebooks for students	Goal 1 and Goal 2
At Risk	113,318	Teacher, Instructional Assistant, Incentives	Goal 1 and Goal 2
ELL	291,705	ELL Interventionist, Kindergarten and first grade Instructional Assistants	Goal 1 and Goal 2
Read By Grade 3	94,969	RBG3 Strategist	Goal 1 and Goal 2



<i>G.A.T.E., T.A.G.S.</i>	<i>63,924</i>	<i>G.A.T.E. Teacher</i>	<i>Gold 1, Goal 2 and Goal 3</i>
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