

# School Performance Plan

School Name  
NEWTON, ULIS ES

Address (City, State, Zip Code, Telephone):  
571 GREENWAY ROAD  
HENDERSON, NV 89015, 7027990500

Superintendent/Region Superintendent: Jesus Jara / Deanna Jaskolski

For Implementation During The Following Years: 2021-2022

**The Following MUST Be Completed:**

<b>Title I Status:</b>	NA
<b>Designation:</b>	atsi
<b>Grade Level Served:</b>	Elementary
<b>Classification:</b>	4 Star
<b>NCCAT-S:</b>	Not Required

<b>*1 and 2 Star Schools Only:</b>	Please ensure that the following documents will be available upon request	<input type="checkbox"/> Use of Core Instructional Materials	<input type="checkbox"/> Scheduling	<input type="checkbox"/> Model School Visits
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**Members of Planning Team \* ALL Title I schools must have a parent on their planning team that is NOT a district employee.**

Name of Member	Position	Name of Member	Position
Shelby Jones	Assistant Principal	Jorie DiCamillo	Principal
Crystal Poulin	1st Grade Teacher	Bonnie Luks	2nd Grade Teacher
Tia Martin	3rd Grade Teacher	Jessica Spielman	4th Grade Teacher
Jenny Nunn	5th Grade Teacher	Launa Gimbel	Tech/ Library Teacher
Katherine Bitar	Counselor	Breanna Cape	Resource Teacher
Amy Rice	Parent		

**COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)****DATA REVIEWED & ANALYZED:**

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Stakeholder Survey Information	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Nevada School Performance Framework (NSPF)	Time in ELL Program/Projected Time to Proficiency	Achievement Gap Data
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Formative Assessments Practice	Teacher/Administrator Observation Data	IEP Team Membership/Attendance
Teacher/Administrator Observation Data	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

**Summary Statement:** Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

Newton Elementary School is located on the east side of Region 3 of the Clark County School District (CCSD). Updated demographic information is detailed below. Update Jan 21 ---The current enrollment for the 2020-2021 school year is 650 (3.2% Asian, 29.7% Hispanic, 6.9% Black, 48.5% White, 10.2% Multiracial, 0.5% Native American, and 1.1% Native Hawaiian or other Pacific Islander). This demographic is fairly consistent with the previous year. Newton is on a lunch program that did not require families to complete FRL applications. Attendance shows 8.9% as chronically absent which is below the district rate of 14.3%. We improved from the previous year and earned a bonus point. The current average daily attendance rates through 1/20/21 for distance learning is at 97.96%.

We met as a Leadership Team and School Organizational Team on 1/12/21 & 2/11/21 to review and revise the plan if deemed necessary. A review of all data sources supports that the existing plan is working. Most recent MAP data indicates that the number of students scoring at the 40th percentile and above has increased. The consensus of the leadership team and SOT team is that the strategies developed are working.

**Positive Statements:**

1. Our chronically absent rate for students is considerably less than the district average. Newton = 8.9% chronically absent. CCSD = 14.3% chronically absent.
2. Bridging levels for WIDA have risen from 4.8% to 12.5%
3. SBAC ELA proficiency increased from 58.7% in 2017-18 to 64.8% in 2018-19. No data for 2019-20. 2020-21 = \_\_\_\_\_
4. SBAC Math proficiency increased from 44.9% in 2017-18 to 54.5% in 2018-19. No data for 2019-20. 2020-21 = \_\_\_\_\_

**Areas of Opportunity:**

1. Intervention with Tier 2 students during virtual learning.
2. Differentiation opportunities during virtual learning.
3. Tutoring opportunities and participation during virtual learning.
4. Utilization of CTT positions during virtual learning.

**Prioritized Needs:****Prioritized Needs from NCCAT-S 18-19**

- 1.2 All instructional staff members deliver the standards-based curriculum to all students.
- 2.1 All instructional staff members use classroom assessments aligned to state content standards.
- 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.

3.7 School leadership ensures that all professional development is focused on improving student achievement.

Through the needs assessment conversation and analysis of data, Newton ES determined the needs previously identified during the full needs assessment conducted during the 18-19 school year still exist.

Action steps will remain the same, as data suggests improvements are beginning to emerge, and more time is needed to fully resolve the priority need(s).

Newton ES will also be working on the following (items suggested/discussed) during school leadership sessions.

1. Differentiation for students during virtual learning.
2. Intervention for Tier 2 students.
3. Participation urgency with families.
4. Virtual attendance.
5. Technology distribution
6. MLT/SEL wellness checks with identified students.
7. Developing/Administering consistent data collection in grade levels to assist in identifying specific needs for all students.

Summary:

The thoughts expressed by our leadership team support the fact that our current plan is working. Our previously adopted online learning programs (Zearn, Lexia, WFTB, Reach for Reading, Mystery Science, Foss) have made the online/virtual world for our students a much easier transition. The leadership team has concerns regarding regular participation for all students and in particular our at-risk students. Typical opportunities for tutoring, small group intervention, LLI, etc....are tough to maintain and implement in the distance model. Teachers are adapting to student needs by scheduling/arranging additional meeting opportunities for students that need extra help.

State Assessments:

SBAC 2017-2018

ELA/ Math/Science

3rd grade-52.78% proficient/ 3rd grade-56.48% proficient/

4th grade-61.90% proficient/ 4th grade-49.52% proficient/

5th grade-61.34% proficient/ 5th grade-30.25% proficient/ 5th grade-20.8% proficient

SBAC 2018-2019

ELA/ Math/ Science

3rd grade-67.90% proficient/ 3rd grade-64.20% proficient

4th grade-69.81% proficient/ 4th grade-59.43% proficient

5th grade-57.89% proficient/ 5th grade-43.10% proficient/ 5th grade- 34.1% proficient

SBAC 2019-2020

No Data/No Testing Conducted - COVID 19

Overall, students outperformed the district average in ELA and Math. The median growth percentile is of typical growth in ELA and Low growth in Math. The team believes that the consistency of admin, teaching staff, and curriculum have contributed to the positive trends. The school analyzed the summative data (SBAC) and found the following: Overall our scores were consistent with last year. There was an increase in math in all grade levels. Attendance increased overall. In order to address this need, we've adopted a top-rated, rigorous math curriculum. We also adopted a top-rated ELA program.

WIDA:

2017-2018

32.2% met growth

2018-2019

72.2% met growth

2019-2020

64.3% met growth Also, the Bridging Levels for WIDA (Highest Scoring) increased from 4.8% to 12.5%

The school analyzed the summative data (WIDA) and found the following: We will continue tutoring training for staff.

#### 2018-2019

Fall MAP Reading Spring MAP Reading

% of Students at Average or Above % of Students at Average or Above

1st- 62% 1st- 58%

2nd- 61% 2nd- 71%

3rd- 61% 3rd- 75%

4th- 75% 4th- 70%

5th- 60% 5th- 58%

#### 2019-2020

Fall MAP Math Winter MAP Math

% of Students at Average or Above % of Students at Average or Above

1st - 60% 1st- 67%

2nd - 54% 2nd- 49%

3rd - 55% 3rd- 64%

4th - 62% 4th- 50%

5th- 48% 5th 74%

NOTE: No Spring Results for 2020 (COVID 19).

#### 2019-2020

Fall MAP Reading Winter MAP Reading

% of Students at Average or Above

1st - 55% 1st - 64%

2nd - 49% 2nd - 53%

3rd - 56% 3rd - 63%

4th - 55% 4th - 52%

5th - 72% 5th - 78%

K - 50% K - 76%

NOTE: No Spring results (COVID 19).

#### 2020-2021

Fall MAP Math Winter MAP Math

% of Students at Average or Above 40% % of Students at Average or Above 40%

K - 94% K - 92%

1st - 79% 1st- 70%

2nd - 80% 2nd- 62%

3rd - 63% 3rd-69%

4th - 57% 4th-67%

5th- 61% 5th 58%

#### 2020-2021

Fall MAP Reading Winter MAP Reading

% of Students at Average or Above 40% % of Students at Average or Above 40%

K - 98% K - 94%

1st - 85% 1st- 73%

2nd - 74% 2nd- 60%

3rd - 73% 3rd-73%

4th - 69% 4th-67%

5th- 69% 5th- 58%

The school analyzed the current MAP data and found the following: K-5 started a rigorous math and reading curriculum that contributed to substantial growth numbers.

#### Star Reading Assessment

STAR 2019-2020: Students at/above benchmark

Fall 19 Winter 20

1st grade: 50% 1st grade: 58%

2nd grade: 53% 2nd grade: 70%

3rd grade: 60% 3rd grade: 68%

4th grade: 52% 4th grade: 67%

5th grade: 63% 5th grade: 76%

STAR 2020-2021: Students at/above benchmark

Fall 20 Winter 21

1st grade: 70% 1st grade: 65%

2nd grade: 63% 2nd grade: 60%

3rd grade: 58% 3rd grade: 63%

4th grade: 51% 4th grade: 54%

5th grade: 42% 5th grade: 47%

#### Parent Survey Results (Newton)

Of the parents who participated in the 2018-2019 Survey, 94% felt engaged with the school community, 94% are happy with the school.

CCSD Survey Results (Results reflect Agree or Strongly Agree): 1. I like my school = Newton 100% (52) 2. Teachers & Staff have opportunities to influence decision-making at the school =

Newton 94% (52) 3. Teachers, Staff & Admin work well together = Newton 100% (52)

4. School is clean and well maintained, all equipment in good working order = Newton 94.2% (52) 5. School is safe for Staff members = Newton 100% (52) 6. School is safe for students = Newton 100% (52)

Priority areas for 2021-2022 school year = Increase % of parents that feel the school responds quickly to phone calls, texts, or emails from 74.5% to 90%.

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 1:**

All students will increase proficiency in SBAC ELA (X) from 55.8% to 80.0, SBAC MATH (Y) from 57.0% to 80.0%, and SBAC SCIENCE (Z) from 34.1% to 80.0% by April 2022 as measured by the state summative assessments. No SBAC data to reference for the 2019-2020 school year. 2018-19 - X = 55.8% Y = 57.0% Z = 34.1% 2019-20 - No Data Gathered - COVID-19 2020-21 - X = \_\_\_\_ Y = \_\_\_\_ Z = \_\_\_\_

**Root Causes:**

Tier 1 reading and math instruction was provided inconsistently throughout the grade levels. The level of rigor and cognitive demand used in reading instruction was not appropriate. There were inconsistencies in instruction from grade level to grade level. Intervention instruction for tier 2 and tier 3 and the implementation of the NVACS were not consistent among grade levels. Inconsistent differentiated, standards-based Tier 1 instruction that failed to address students' deficits. Lack of student engagement structures and student discourse. Lack of consistent analysis of valid formative assessment data to drive instruction. Lack of remediation and reteaching based on data. School and grade level focus on science standards and implementation of curriculum and supports to increase student scores. Distance learning has presented multiple challenges in achieving set learning goals.

**Measurable Objective 1:**

Increase the percent of students scoring above the 60th percentile in ELA in grades 3 - 5 from (50% Fall) to (50% Winter) to (60% Spring) by March 2022 as measured by MAP Growth Assessment. Fall 20 Reading 60% = 3rd grade = 57% 4th grade = 50% 5th grade = 44% Winter 21 Reading 60% = 3rd Grade = 60% 4th Grade = 49% 5th Grade = 43% Spring 21 Reading 60% = 3rd Grade = \_\_\_\_% 4th Grade = \_\_\_\_% 5th Grade = \_\_\_\_% CCSD 2024 Plan = 64.9%

**Measurable Objective 2:**

Increase the percent of students scoring above the 60th percentile in Math from 40% (fall) to 37% (winter) to 50% (spring) by March 2022 as measured by MAP Growth Assessment. Fall 20 Math 60% = 3rd Grade = 44% 4th Grade = 41% 5th Grade = 36% Winter 21 Math 60% = 3rd Grade = 51% 4th Grade = 31% 5th Grade = 29% Spring 21 Math 60% = 3rd Grade = \_\_\_\_% 4th Grade = \_\_\_\_% 5th Grade = \_\_\_\_% CCSD 2024 Plan = 58%

**Measurable Objective 3:**

Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

**Measurable Objective 4:**

Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
<b>Action Step</b> (please only list one action step per box)	<b>Resources and Amount Needed for Implementation</b> (people, time, materials, funding sources)	<b>List Artifacts/Evidence of Progress:</b> Information (Data) that will verify the action step is in progress or has occurred.	<b>List Timeline, Benchmarks, and Position Responsible</b>	<b>Monitoring Status</b>

<b>1.1 Professional Development (Required)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
		<b>Yes</b>		
Teachers completed Reopening Schools professional learning through Canvas. Professional development will be provided to support strong Tier 1 instruction in the areas of Reach for Reading, Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, MTSS model, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state-approved, aligned tier 1 ELA program. New for the 20-21 school year was teacher training for our Write from the Beginning program, teachers were provided a sub teacher for needed training.	Read by Three Coach- modeled lessons and teacher coaching (Read by 3 budget) Accelerated Reader and Lexia (Budget) SBCT meetings. Substitute teachers provided for professional learning opportunities for teachers. Subs also utilized to provide additional planning during distance learning.	Agendas, sign-in sheets, evaluation/teacher surveys, classroom observations, lesson plans, PLC student assessment data forms, long-range plan for assessments (1st-5th grade), Student Literacy Performance Plan (K-3)	Weekly PLC meetings - Administration, teachers, Learning Strategist Weekly SBCT meetings - weekly for 27 weeks - Teacher leaders, Learning Strategist, Wednesday Tools -Optional PD each week. Canvas modules, Video support for teachers during distance learning.	In Progress

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>1.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Distance Learning = Multiple Q & A sessions with teachers and administration. Virtual meet & greet opportunities for families. Bi-monthly schoolwork and resource packet distribution. Resource tabs included on school website. Daily & weekly wellness checks. Additional family/student support provided via counselor links. In Person = Parents have access to school website, Infinite Campus, and Parent link. Parent/teacher conferences held in November and as necessary to meet the needs of students. Fine Arts Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Fine Arts, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.	Distance Learning = positive praise days for students (phone call home for exceptional classroom participation) Teachers to host classroom activities during family events- School Librarian School Counselor Incentives from school generated funds, Read by 3 Apple Core, Accelerated Reader at home (strategic budget) Parent Volunteers	Distance Learning = parent participation logs are kept. Spreadsheet is maintained to address technology needs. Frequent parent surveys to address deficiencies in distance learning plan. Parent event sign-in sheets, parent surveys, STAR reports, Lexia Reports, Reading Logs, meeting agendas. Parent evaluations and input surveys at family events Incentives for attendance APPLE Core progress towards goal Progress reports AR reports	Distance Learning = frequent parent links, newsletters, phone check-ins (all staff participate). Quarterly newsletters (Administration) Spring 2021 Fine Arts Night (all staff) Weekly class attendance checks (Counselor) PTSAPT Nov 2021- teachers Read by 3 Strategist FACES coordinator & instructor Teachers Literacy Committee (weekly) - Teachers Digital communication - teachers as needed Virtual open house segments with teachers and admin. Multiple Q & A sessions with parents to address concerns and gauge community input.	In Progress

Comments:

Teachers and Staff will closely monitor attendance issues. Administration and front office personnel make frequent phone and email contact with families when a decrease in participation with

synchronous and asynchronous sessions are noticed. Teachers closely monitor participation in all synchronous and asynchronous sessions. Student work is provided via Google classroom, packet distribution twice monthly and via download from the school's website.

<b>1.3 Curriculum/Instruction/Assessment (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Teachers will ensure students engage in daily synchronous sessions with the teachers and will provide activities for asynchronous time. Break out room sessions will be provided for small group settings and one on one assistance. Teachers will implement professional development on Reach for Reading, Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Understanding data, AR, LEXIA, Zearn, Growth Mindset and Cafe strategies. Teachers will collaborate during PLC on the implementation of these strategies and how to improve them. Teachers will continue to follow the structure of their own Student Learning Goal with an emphasis in core deficiency in literacy as their focused goal. Harmony strategies and Daily 5 structures in reading will be observed in all classes K-5. Growth Mindset will be observed during classroom instruction. Teachers will use common grade-level assessments to provide consistent formative assessment data. Teachers will use a Master Schedule schoolwide.	School Resources: Growth mindset book, instructional posters, Sanford Harmony kits, technology - Accelerated Reader/STAR Reading, AIMSweb, Additional day for planning for teachers, SBCT meetings, GATE Department, Read by Three Coach (District funds) Accelerated Reader and 1 CTT(Academic Support Funding), Lexia (Strategic Budget), 1 additional teacher (Academic Support Funding)	Observation forms, Post-conference notes, Lesson plans via Curriculum Engine, Classroom behavior plans referencing Sanford Harmony, intervention Logs forms	Administration- Weekly observation and lesson plan reviews, Read by Three coach teachers, Intervention logs - Teachers; RTI committee (every six weeks) Lesson plans reviewed by administration - weekly All conferencing/coaching done virtually	In Progress

Comments:

<b>1.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
In order to support students performing in the lowest quartile of measurable student achievement, we will purchase an additional teacher to reduce class size (Academic Support Funds). We will also purchase 1 CTT to implement academic interventions (Academic Support Funds). We will also provide professional learning opportunities for all teachers to improve high-quality instruction utilizing Write From The Beginning (WFTB) trainers in a virtual setting (Academic Support Funds). MAP data will be used to monitor progress of students who are scoring in the bottom quartile in ELA and math.	1 - CTT Teacher 1- Additional Teacher All resources provided by (Academic Support Funding) Professional learning in writing	Review of lesson plans, utilization of writing rubrics, teacher observations, monthly assessments, data review, MAP data, grade level planning and training.	Team leaders - responsible for data review Administration - reviewing lesson plans and conducting observations Sign in sheets for all trainings - documented at school level for review	N/A

Comments:



## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

<b>Based on the CNA, identify all that apply:</b>	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 2:**

Increase the percent of students meeting Adequate Growth Percentile in math from 48.7% to 80% and reading from 64% to 80% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

**Root Causes:**

Instruction from grade level to grade level was not consistent in the delivery of the NVACS. The effectiveness of Tier 1 instruction was inconsistent. Students were inconsistently presented material that was not challenging for differentiation or diverse learners. New intervention strategies were introduced and not effectively used consistently and with fidelity. Lack of structures to support Tier I math instruction and Tier II RTI instruction for math and reading. Over-reliance on curriculum materials not aligned with NVACS. Lack of rigor in math. Lack of focus on math facts and sight words. A lack of consistent coordination between general education and special education, intervention, and GATE teachers. Lack of teaching remediation and review of data sources. Continual quest for best practices between team members (effective collaboration).

**Measurable Objective 1:**

Increase the percent of Hispanic students achieving High Achievement/High Growth scores on the Language Arts/Reading portion of the MAPS test from 31.6% to 50% as measured by Winter 2022 MAPS test results. Winter 2021 - 3rd Grade = 36% 4th Grade = 43% 5th Grade = 16% Winter 2022 - 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_%

**Measurable Objective 2:**

Increase the percent of White/Caucasian students achieving High Achievement/High Growth scores on the Math portion of the MAPS test from 34% to 50% as measured by Winter 2022 MAPS test results. Winter 2021 - 3rd Grade = 53% 4th Grade = 22% 5th Grade = 28% Winter 2022 - 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_%

**Measurable Objective 3:**

Increase the percent of English Learners achieving "Developing" "Expanding" or "Bridging" levels on the WIDA assessment from 64% to 75% as measured by the Spring 2022 WIDA assessment. 2018-19 results = 45.5% 2019-20 results = 64.3% 2020-21 results = \_\_\_% 2021-22 results = \_\_\_%

<b>Monitoring Status</b>
N/A

ACTION PLAN		MONITORING PLAN		
<b>Action Step</b> (please only list one action step per box)	<b>Resources and Amount Needed for Implementation</b> (people, time, materials, funding sources)	<b>List Artifacts/Evidence of Progress:</b> Information (Data) that will verify the action step is in progress or has occurred.	<b>List Timeline, Benchmarks, and Position Responsible</b>	<b>Monitoring Status</b>

<b>2.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Zearn in order to support the RTI process.	Read by Three Coach-modeled lessons/ teacher coaching Grade level experts SBCTs STPTs Lexia and AR-Strategic Budget CTT- Strategic Budget	Agendas, Read by Three coach modeled lessons, Lesson plans, STPT and SBCT Math Masters Completion forms Principal SLG Data	Aug 2021- May 2022 Administration weekly observations and lesson plan reviews Teacher consultant Read by 3 Coach Teachers Monthly	N/A

Comments:

<b>Action Step</b>	<b>Resources and Amount Needed</b>	<b>List Artifacts/Evidence</b>	<b>Timeline and Position Responsible</b>	<b>Monitoring Status</b>
<b>2.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	
Parents have access to school website, Infinite Campus, and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home.	Teachers to host classroom activities during family events School Librarian School Counselor Incentives from school generated funds FACES Apple Core, Accelerated Reader at home,(strategic budget)	Parent evaluations and input surveys at family events APPLE Core progress towards goal Progress reports Sign-ins Observations	Aug 2021- May 2022 Newsletters (Administration) Family Literacy Night Attendance checks (Counselor) FACES coordinator and instructor	N/A

Comments:

<b>2.3 Curriculum/Instruction/Assessment (Required)</b>	<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>

<p>Teachers will implement professional development provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will implement strategies and procedures from the RTI process for tier 2 and tier 3 instruction. Teachers will implement Number Talks, the RTI process, and the use the SBAC Interims to guide their instruction. Teachers will implement professional development from other teachers based on the NEPF standards. Teachers will implement professional development on Daily 5 and Cafe strategies. We use Imagine Learning and provide tutoring for English Language Students. We will be aligning our curriculum with vertical alignment with math curriculum. Flying Start Curriculum will be used for Tier 2 interventions. Teachers will implement Zearn. Teachers will also implement ELL strategies learned during the ELL Master Plan Cohort C sessions.</p>	<p>Read by Three Coach- modeled lessons and teacher coaching ELL Funds ELL Master Plan Cohort C Lexia and AR-SB 178 CTT- Strategic Budget</p>	<p>lesson plans, classroom observations, interim assessment results</p>	<p>Aug 2021-May 2022 Administration- Read by Three Coach Teachers</p>	<p>N/A</p>
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Comments:

<b>2.4 Other (Optional)</b>		<b>Continuation From Last Year:</b>	<b>NCCAT-S Indicators:</b>	
<p>In order to support students performing in the lowest quartile of measurable student achievement, we will purchase an additional teacher to reduce class size (Academic Support Funds). We will also purchase 1 CTT to implement academic interventions (Academic Support Funds). We will also provide professional learning opportunities for all teachers to improve high-quality instruction utilizing Write From The Beginning (WFTB) trainers in a virtual setting (Academic Support Funds). MAP data will be used to monitor progress of students who are scoring in the bottom quartile in ELA and math.</p>	<p>1 - CTT Teacher 1- Additional Teacher All resources provided by (Academic Support Funding) Professional learning in writing</p>	<p>Review of lesson plans, utilization of writing rubrics, teacher observations, monthly assessments, data review, MAP data, grade level planning and training.</p>	<p>Team leaders - responsible for data review Administration - reviewing lesson plans and conducting observations Sign in sheets for all trainings - documented at school level for review</p>	<p>N/A</p>

Comments:

## COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

<b>Based on the CNA, identify all that apply:</b>	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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**Priority Need/Goal 3:**

**Root Causes:**

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
<b>3.1 Professional Development (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<b>3.2 Family Engagement (Required)</b>		<b>Continuation From Last Year: Yes</b>	<b>NCCAT-S Indicators:</b>	

				N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
				N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

## COMPONENT III: Budget Plan

**COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS:** Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
ELL- Title III	\$1,500	Funding will be used to provide supplemental supports and services for English Language Learners.	Goals 1 and 2
Read by Grade 3	\$89,000	Read by Grade 3 job responsibilities	Goals 1 and 2
General Budget	3,210,113.92	Staffing and instructional needs.	Goals 1 and 2
Academic Support Funding	116,725.00	Purchase an additional teacher, CTT, academic supports.	Goals 1 and 2

## Plan for improving the school climate

**Goal:**

Increase the percentage of parents who respond "agree or strongly agree" to the question regarding receiving a timely response via phone, text, or email to my concerns from 74.5% to 90% by March 2022, as measured by the district-wide survey. (Datalab Results)

**Action Plan:** How will this plan improve the school climate?

Resource tabs for the community, district, and school supports are available via the school website. The administration has held multiple virtual Q & A sessions to gauge community concerns and recommendations. Parent surveys utilized to gauge technology needs, etc... School climate discussions/feedback sessions are frequent agenda items during SOT meetings. Training for staff regarding appropriate communication with parents via email, phone, and communication apps. Documentation of contact via Teacher Contact Log in IC.

**Monitoring Plan:** How will you track the implementation of this plan?

Parent surveys, SOT feedback, monitoring Teacher Contact Log, attendance at trainings & staff meetings.

**Evaluation Plan:** What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

We will use the districtwide survey data from this year to compare results from last year. Plan modifications and recommendations will be made using survey data.

## APPENDIX A - Professional Development Plan

### 1.1

Teachers completed Reopening Schools professional learning through Canvas. Professional development will be provided to support strong Tier 1 instruction in the areas of Reach for Reading, Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, MTSS model, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state-approved, aligned tier 1 ELA program. New for the 20-21 school year was teacher training for our Write from the Beginning program, teachers were provided a sub teacher for needed training.

### Goal 1 Additional PD Action Step (Optional)

### 2.1

Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Zearn in order to support the RTI process.

### Goal 2 Additional PD Action Step (Optional)

### 3.1

### Goal 3 Additional PD Action Step (Optional)



## APPENDIX B - Family Engagement Plan

### 1.2

Distance Learning = Multiple Q & A sessions with teachers and administration. Virtual meet & greet opportunities for families. Bi-monthly schoolwork and resource packet distribution. Resource tabs included on school website. Daily & weekly wellness checks. Additional family/student support provided via counselor links. In Person = Parents have access to school website, Infinite Campus, and Parent link. Parent/teacher conferences held in November and as necessary to meet the needs of students. Fine Arts Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Fine Arts, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.

### Goal 1 Additional Family Engagement Action Step (Optional)

### 2.2

Parents have access to school website, Infinite Campus, and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home.

### Goal 2 Additional Family Engagement Action Step (Optional)

### 3.2

### Goal 3 Additional Family Engagement Action Step (Optional)

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 1

**Priority Need/Goal 1:**

All students will increase proficiency in SBAC ELA (X) from 55.8% to 80.0, SBAC MATH (Y) from 57.0% to 80.0%, and SBAC SCIENCE (Z) from 34.1% to 80.0% by April 2022 as measured by the state summative assessments. No SBAC data to reference for the 2019-2020 school year. 2018-19 - X = 55.8% Y = 57.0% Z = 34.1% 2019-20 - No Data Gathered - COVID-19 2020-21 - X = \_\_\_ Y = \_\_\_ Z = \_\_\_

**Measurable Objective(s):**

- Increase the percent of students scoring above the 60th percentile in ELA in grades 3 - 5 from (50% Fall) to (50% Winter) to (60% Spring) by March 2022 as measured by MAP Growth Assessment. Fall 20 Reading 60% = 3rd grade = 57% 4th grade = 50% 5th grade = 44% Winter 21 Reading 60% = 3rd Grade = 60% 4th Grade = 49% 5th Grade = 43% Spring 21 Reading 60% = 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_% CCSD 2024 Plan = 64.9%
- Increase the percent of students scoring above the 60th percentile in Math from 40% (fall) to 37% (winter) to 50% (spring) by March 2022 as measured by MAP Growth Assessment. Fall 20 Math 60% = 3rd Grade = 44% 4th Grade = 41% 5th Grade = 36% Winter 21 Math 60% = 3rd Grade = 51% 4th Grade = 31% 5th Grade = 29% Spring 21 Math 60% = 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_% CCSD 2024 Plan = 58%
- Increase the percent of ASF eligible students meeting or exceeding growth projections in reading from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.
- Increase the percent of ASF eligible students meeting or exceeding growth projections in math from X% (Winter) to Y% (Spring) as measured by MAP Growth Assessments.

Status
N/A

**Comments:**

**1.1 Professional Development:**

**1.2 Family Engagement:** Teachers and Staff will closely monitor attendance issues. Administration and front office personnel make frequent phone and email contact with families when a decrease in participation with synchronous and asynchronous sessions are noticed. Teachers closely monitor participation in all synchronous and asynchronous sessions. Student work is provided via Google classroom, packet distribution twice monthly and via download from the school's website.

**1.3 Curriculum/Instruction/Assessment:**

**1.4 Other:**

	Mid-Year	End-of-Year
1.1	Teachers completed Reopening Schools professional learning through Canvas. Professional development will be provided to support strong Tier 1 instruction in the areas of Reach for Reading, Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Google certification for staff, LLI training understanding the data-driven decision-making process, LEXIA, MTSS model, and Growth Mindset. Teachers also will receive professional development in differentiated reading instruction for tier 2 students to use the Leveled Literacy Intervention and tier 1 instruction using Flying Start materials. Teachers will meet weekly in Professional Learning Communities to analyze assessment data to create assessments and to drive instruction (Backward Assessment Model). Teachers will collaborate to plan for remediation and acceleration activities. A state-approved, aligned tier 1 ELA program. New for the 20-21 school year was teacher training for our Write from the Beginning program. teachers were provided a sub teacher for needed training.	N/A
Progress		

Barriers		
Next Steps		
1.2	Distance Learning = Multiple Q & A sessions with teachers and administration. Virtual meet & greet opportunities for families. Bi-monthly schoolwork and resource packet distribution. Resource tabs included on school website. Daily & weekly wellness checks. Additional family/student support provided via counselor links. In Person = Parents have access to school website, Infinite Campus, and Parent link. Parent/teacher conferences held in November and as necessary to meet the needs of students. Fine Arts Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Fine Arts, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Pre-K family resource lab.	N/A
Progress		
Barriers		
Next Steps		
1.3	Teachers will ensure students engage in daily synchronous sessions with the teachers and will provide activities for asynchronous time. Break out room sessions will be provided for small group settings and one on one assistance. Teachers will implement professional development on Reach for Reading, Accelerated Reader, Daily 5, Sanford Harmony, SBAC correlations, Understanding data, AR, LEXIA, Zearn, Growth Mindset and Cafe strategies. Teachers will collaborate during PLC on the implementation of these strategies and how to improve them. Teachers will continue to follow the structure of their own Student Learning Goal with an emphasis in core deficiency in literacy as their focused goal. Harmony strategies and Daily 5 structures in reading will be observed in all classes K-5. Growth Mindset will be observed during classroom instruction. Teachers will use common grade-level assessments to provide consistent formative assessment data. Teachers will use a Master Schedule schoolwide.	N/A
Progress		
Barriers		
Next Steps		
1.4	In order to support students performing in the lowest quartile of measurable student achievement, we will purchase an additional teacher to reduce class size (Academic Support Funds). We will also purchase 1 CTT to implement academic interventions (Academic Support Funds). We will also provide professional learning opportunities for all teachers to improve high-quality instruction utilizing Write From The Beginning (WFTB) trainers in a virtual setting (Academic Support Funds). MAP data will be used to monitor progress of students who are scoring in the bottom quartile in ELA and math.	N/A

Progress		
Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 2

**Priority Need/Goal 2:**

Increase the percent of students meeting Adequate Growth Percentile in math from 48.7% to 80% and reading from 64% to 80% by 2022 as measured by state summative assessments and reported on the Nevada School Performance Framework.

**Measurable Objective(s):**

- Increase the percent of Hispanic students achieving High Achievement/High Growth scores on the Language Arts/Reading portion of the MAPS test from 31.6% to 50% as measured by Winter 2022 MAPS test results. Winter 2021 - 3rd Grade = 36% 4th Grade = 43% 5th Grade = 16% Winter 2022 - 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_%
- Increase the percent of White/Caucasian students achieving High Achievement/High Growth scores on the Math portion of the MAPS test from 34% to 50% as measured by Winter 2022 MAPS test results. Winter 2021 - 3rd Grade = 53% 4th Grade = 22% 5th Grade = 28% Winter 2022 - 3rd Grade = \_\_\_% 4th Grade = \_\_\_% 5th Grade = \_\_\_%
- Increase the percent of English Learners achieving "Developing" "Expanding" or "Bridging" levels on the WIDA assessment from 64% to 75% as measured by the Spring 2022 WIDA assessment. 2018-19 results = 45.5% 2019-20 results = 64.3% 2020-21 results = \_\_\_% 2021-22 results = \_\_\_%

Status
N/A

**Comments:**

**2.1 Professional Development:**

**2.2 Family Engagement:**

**2.3 Curriculum/Instruction/Assessment:**

**2.4 Other:**

	Mid-Year	End-of-Year
2.1	Professional development will be provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will receive professional development in differentiated reading instruction for tier 2 and tier 3 students. Teachers will provide professional development in areas of expertise within the guidelines of the NEPF standards. Teachers will be provided professional development on Daily 5 and Cafe strategies. Professional development will be provided on Number Talks, continued restructuring of the RTI process, how to successfully analyze and use the SBAC Interims, and how K-2 teachers can use SBAC information to prepare K-2 students. Teachers will participate in horizontal and vertically aligned STPTs and professional development to be able to implement Number Talks consistently throughout the grade levels. Students will participate in monthly Math Master Challenges to increase automaticity of basic math facts. Teachers will receive professional development on how to implement Zearn. Professional development will be provided for Zearn in order to support the RTI process.	N/A
Progress		
Barriers		

Next Steps		
2.2	Parents have access to school website, Infinite Campus, and Parent link. Education night in November to assist parents in knowing what students are learning in school and materials to practice skills at home. Parent/teacher conferences held in November and as necessary to meet the needs of students. Reading Week Family Literacy Night will provide communication and parent training of instructional strategies to support classroom instruction. Other family involvement activities include: Fun Run, Watch Dogs, and trunk or treat. Newton also supports a school to home connection through Apple Core, and Accelerated Reader at home. FACES is also supporting Newton with classes for parents. Attendance incentives and follow-up phone calls and letters to parents to ensure student attendance. Read by 3 parent meetings and Read by 3 progress reports (MAP) are provided for parents. Teachers use Bloomz, sign up Genius, and Remind 101 to stay connected with parents. Kegeet device for parents to have WiFi access at home.	N/A
Progress		
Barriers		
Next Steps		
2.3	Teachers will implement professional development provided to support strong Tier 1 instruction in the areas of student discourse, rigor of instruction, cognitive demand, and effective implementation of the NVACS. Teachers also will implement strategies and procedures from the RTI process for tier 2 and tier 3 instruction. Teachers will implement Number Talks, the RTI process, and the use the SBAC Interims to guide their instruction. Teachers will implement professional development from other teachers based on the NEPF standards. Teachers will implement professional development on Daily 5 and Cafe strategies. We use Imagine Learning and provide tutoring for English Language Students. We will be aligning our curriculum with vertical alignment with math curriculum. Flying Start Curriculum will be used for Tier 2 interventions. Teachers will implement Zearn. Teachers will also implement ELL strategies learned during the ELL Master Plan Cohort C sessions.	N/A
Progress		
Barriers		
Next Steps		
2.4	In order to support students performing in the lowest quartile of measurable student achievement, we will purchase an additional teacher to reduce class size (Academic Support Funds). We will also purchase 1 CTT to implement academic interventions (Academic Support Funds). We will also provide professional learning opportunities for all teachers to improve high-quality instruction utilizing Write From The Beginning (WFTB) trainers in a virtual setting (Academic Support Funds). MAP data will be used to monitor progress of students who are scoring in the bottom quartile in ELA and math.	N/A
Progress		

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Barriers		
Next Steps		

## APPENDIX C - Monitoring/Evaluation

### Priority Need/Goal 3

**Priority Need/Goal 3:**

**Measurable Objective(s):**

Status
N/A

**Comments:**

**3.1 Professional Development:**

**3.2 Family Engagement:**

**3.3 Curriculum/Instruction/Assessment:**

**3.4 Other:**

	Mid-Year	End-of-Year
3.1		N/A
Progress		
Barriers		
Next Steps		
3.2		N/A
Progress		
Barriers		



Next Steps		
3.3		N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		