Clark County School District

Martinez Elementary

School Performance Plan: A Roadmap to Success

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

Principal: Tim Adams
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Email: adamstd@nv.ccsd.net
Phone: 702-799-3800
School Designations: ☑ **Title I**   ☐ **CSI**   ☐ **TSI**   ☑ **TSI/ATSI**

Our SPP was last updated on 11/29/2022

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/reynaldo_martinez_elementary_school/2022/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
Tim Adams	**Principal(s)** *(required)*
Frances Lucero	**Other School Leader(s)/Administrator(s)** *(required)*
Yvette Levesque, April Kahle, Christine Greathouse, Suzanne Velardi, Katelyn Barnson, Guadalupe Villanueva, Sara Scott, Sherl Gamiao, Janet Diaz, Erin Nakaji, Samona Thorpe	**Teacher(s)** *(required)*
Yadira Herrera	**Paraprofessional(s)** *(required)*
Maria Armenta, Emma Rodriguez, Heather Somers, Marilyn Chavarria	**Parent(s)** *(required)*
5th grade students	**Student(s)** *(required for secondary schools)*

School Community Outreach

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

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	8/26/22	Desire to get RTI up and running. All K-3rd grade students have been placed in the appropriate groups according to their need. There is also a need for academic support. Reviewed budget as it relates to school improvement goals.
Grade Level Lead Meeting	10/5/22	A need for more quality scaffolding in Tier I instruction, continue with PLC but include the following: next steps, time for unwrapping the standard, and time for locating the standard. Conduct more informal walkthroughs and teachers given time to visit other grade level meetings and observe peers.
Parent Connection	9/14/22	One of our goals at Martinez ES is to build a community of LEADERS and to engage parents to assist in this goal. Families should be provided with strategies and resources in how to help their student with being a leader in and outside of school with a focus on building stronger relationships between the school and families.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success
Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	*SBAC, MAP, WIDA*	*Panorama, CCSD Student Survey*	*Instructional Rounds*
	Areas of Strength: 49% of K-5th grade students met growth targets according to the Spring 2022 reading MAP data.		
	Areas for Growth: The percentage of proficient students in the areas of reading, math, and science.		
Problem Statement	*Students overall are low in reading foundational skills and fluency skills.*		
Critical Root Causes	*Teachers lack necessary training in the planning, delivery, and difference in tier 1 and tier 2 reading instruction. In addition to COVID-19 closures, instructional and social emotional gaps were caused by reduced synchronous/virtual instructional time for reading.*		

Part B

Student Success	
School Goal: *End of year (2023) K-5 MAP scores for reading will show student goal targets increase from 27% to 64% met.*	**Aligned to Nevada's STIP Goal:** *Goal 3: All students experience continued academic growth.*
Improvement Strategy: *All licensed staff will be provided professional development on all tiers of instruction.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 3*	

Intended Outcomes: *Strengthen all tiers of instruction to meet all students' needs.* Teachers will feel more confident in delivering meaningful tiered reading instruction. Students have the opportunity to access and receive appropriate instruction to make necessary gains. Ultimately, kids will grow on MAP, SBAC, and WIDA assessments.

Action Steps:
- *K-5 Professional Development on providing reading instruction for Tiered levels of learners, utilizing research based materials at the school level.*
- *Weekly Lesson Plan reviews by administration, with subsequent Professional Development for meaningful lesson planning.*
- *Ongoing data monitoring on identified grade level deficiencies in the area of ELA. School administration and strategists will monitor data collection and areas of concern and need.*
- *Calendared instruction of CORE instructional programs such as Phonics, Read Well and Reading Mastery.*
- *Training in RTI and the implementation of a plan for students needing additional support.*

Resources Needed:
- Trainers specialized in planning, delivery of instruction, and differentiation of ELA instruction.
- Professional development on tiered reading instruction.
- Professional development on the RTI process and tools needed to be monitored and implemented.

Challenges to Tackle:
- *Lack of time for training and implementation*
- *Coverage for trainers and teachers with no subs available*
- *Lack of subs*
- *Teacher buy-in*

Improvement Strategy: *Teachers will be provided time every week to work on data driven instruction for reading.*

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

Intended Outcomes: *Strengthen students' reading instruction using focused Tier I and data driven instruction.*

Action Steps:
- *Provide K-5 Professional Development on providing data driven instruction for reading instruction.*
- *Provide K-3 Professional Development on Read Well.*
- *Weekly time built into the schedule where teachers meet to review data and plan for the following weeks (PLCs).*
- *Training on phonemic awareness and phonics instruction.*
- *Students share ownership of data using student data binders and students tracking their data for multiple assessments.*

- *Students set goals to increase data on multiple assessments.*
- *Students engage in the Freckle digital learning platform for the designated*

Resources Needed:
- *Reading Materials. (Read Well)*
- *Heggerty Curriculum*
- *Zoom Framework Materials*
- *Freckle professional development*

Challenges to Tackle:
- *Time for training and collaboration*
- *Lack of Subs*
- *Staff Buy-in based.*

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

English Learners: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

Foster/Homeless: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

Free and Reduced Lunch: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

Migrant: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

Racial/Ethnic Minorities: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

Students with IEPs: Special Education team, specifically the school based SEIF will continue to monitor and ensure appropriate measures and instruction is in place to meet the needs of the students.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*PLC documents, teacher feedback, and participation in meetings.*	*District-Wide Survey/ School Based Surveys*	*Observation of collaborative structures*
	Areas of Strength: Common planning time has been established and adhered to by all grade levels.		
	Areas for Growth: Better understanding of how to scaffold Tier I instruction, how to differentiate instruction to include how and when to utilize small groups, one on one instruction, and how to spiral instruction.		
Problem Statement	*Teachers are at a variety of levels of trust and competence and willingness to collaborate in PLC meetings.*		
Critical Root Causes	*Lack of collegial familiarity, lack of established norms for collaborative meetings, lack of time, lack of meaningful structure make collaboration meaningful.*		

Part B

Adult Learning Culture	
School Goal: School Wide survey of PLC meetings will increase self-reported scores by 1 point on a scale 1-10 in each area, measuring their purpose, trust, value of meeting, and professional learning.	**STIP Connection:** *All students have access to effective educators.*
Improvement Strategy: *Teachers will be provided a framework for PLC to help guide them in understanding the benefit of collaboration as it relates to teaching tier 1 instruction and better understanding the rigor of the state standards.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2*	

Intended Outcomes: *All teachers will participate in weekly PLC meetings with their grade levels.*

Action Steps:
- *Survey staff on their feelings about the PLC process and its value and meaning for them. Share with the lead team so that adjustments can be made.*
- *Deliver PD on the purpose and structure of weekly PLC meetings.*
- *Monitor and attend weekly PLC meetings to help build understanding and capacity.*

Resources Needed:
- *School Wide norms and expectations*
- *Pre and Post Assessment*
- *Scheduled PLC time*
- *PLC forms revised and distributed to grade levels.*

Challenges to Tackle:
- Staff buy in
- Available Time

Improvement Strategy: *Teachers will be given a framework to work from to better facilitate PLC meetings that are meaningful and help to better teacher the Standards at the correct rigor.*
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2*

Intended Outcomes: *Increased implementation of collaborative process to better teach the standards.*

Action Steps:
- *Training Professional Learning Communities and a schedule of implementation.*
- *Implementation of school action teams led by teachers to increase collaborative practices.*
- *Use of school Lighthouse team to evaluate progress.*
- *Calendar the collaboration sessions.*
- *Administration will conduct frequent walk-throughs to determine if there is fidelity in implementation of new learning.*

Resources Needed:
- *Time (complete the schedule, add them to the Martinez calendar; develop the trainings; planning for walk-throughs)*
- *Staffing (coverage for classroom teachers to ensure trainings can occur during prep, before school, and after school)*
- *School-wide systems (norms; expectations; forms)*
- *Survey data (to analyze to determine professional learning needs)*

Challenges to Tackle:
- *Time (complete the schedule, add them to the Martinez calendar; develop the trainings; planning for walk-throughs)*
- *Staffing (coverage for classroom teachers to ensure trainings can occur during prep, before school, and after school)*
- *School-wide systems (norms; expectations; forms)*
- *Staff buy-in/burn-out*

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

English Learners: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

Foster/Homeless: School's social emotional support team that include the school based counselor, social worker and Community in Schools Liaison will continue to monitor and support students on each case load.

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Inquiry Area 3 - Connectedness

Part A

	Student	**Staff**	**Family & Community Engagement**
	Connectedness		
Data Reviewed	*Panorama survey* *CCSD climate survey* *MRA Survey*	*Staff survey* *CCSD climate survey* *PLC Survey* *MRA Survey*	*CCSD climate survey* *Community survey* *MRA Survey*
	Areas of Strength: Based on our Measurable Results Assessment (MRA), on average, 74% of students believed positive relationships had been formed, 72% of students have a high trust relationship with at least one teacher they feel comfortable with and connect to, and 72% of students have one or more teachers who provide them with the encouragement and support they need to lead their learning. Further, mental health professionals (counselor, CIS) continue to provide classroom lessons on respect, dealing with conflict, and peer relationships.		
	Areas for Growth: Tier I behavior interventions, utilizing time daily to build meaningful relationships with students.		
Problem Statement	*Students have self-identified that they are struggling with emotional regulation and challenging feelings.*		
Critical Root Causes	Tools to successfully regulate emotions have not been explicitly taught to students and staff.		

Part B

Connectedness	
School Goal: *Increase student confidence in regulating emotions from 45% to 50% at the winter benchmark and to 55% by the end of the year, as measured by the Panorama survey.*	**STIP Connection:6** *All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.*
Improvement Strategy: *Additional support provided to our student population with the biggest deficit in SEL skills.*	

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

Intended Outcomes:*Students and staff can self regulate emotions.*

Action Steps:
- *Facilitate weekly Leader in Me (LIM) lessons in the specials rotation for K-5 grade to allow students time to focus on emotional regulation strategies, and leadership skills.*
- *School SEL Team and Lighthouse Team provide PD on emotional regulation and leadership skills.*
- *Leader in Me Coaching Days to help improve staff ability to regulate emotions and teach strategies to students.*
- *Ongoing LIM instruction in classrooms, Humanities, and SEL lessons.*
- *Implement school based celebrations to increase positive student perception about self and others.*

Resources Needed:
- *LIM coaching days*
- *Time for PD in day*
- *Student incentives*
- *Humanities instructor*
- *PD on working with difficult students*
- *LIM Curriculum*

Challenges to Tackle:
- Teacher mindset on working with difficult students.
- CCSD bus issues that create ongoing issues with students.

Improvement Strategy: *Time will be set aside for our students and staff to focus on developing SEL and Leadership skills.*

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

Intended Outcomes: *Staff will increase their leadership skills including self regulation emotions through LIM strategies. Staff will support students in developing leadership skills and skills found in LIM that will help with regulation of emotions.*

Action Steps:
- *Create a master schedule that includes LIM Humanities positions for all K-5 Students.*
- *Identify on the Master Schedule daily time for LIM lessons.*
- *Restructure Committees (Action Teams) to lead the work of the school in the areas of culture, academics, leadership. Including teacher*

leaders to lead the teams.
- *Implement the Lighthouse Team to lead the school plan and initiative.*
- *Two LIM Coaching Days*

Resources Needed:
- *Time for lessons and Implementation*
- *Humanities teacher for LIM class.*
- *Training for classroom teachers to implement LIM.*

Challenges to Tackle:
- *Teacher Buy In*
- *Time for Coaching Days*

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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 Budget	$3,352,220.61	*General Staffing of school staff and necessary support and supplies. This includes the funding of a full time counselor, Leader in Me Teacher, and Assistant Principal.*	*All Goals*
Title 1 Budget	$251,075.00	Class Size Reduction teachers as well as Community in School's Liaison. Two Certified Temporary Tutors	All Goals
Title III Budget	$13,530.00	Funds used to purchase reading foundational skills materials. (Read Well).	Goals 1 and 2
ELL	$983,974.00	Replicate the Zoom Model.	Goals 1 and 2