Clark County School District

Reynaldo Martinez ES

2021-2022 School Performance Plan:
A Roadmap to Success

Reynaldo Martinez has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Tim Adams for more information.

Principal: Tim Adams
School Website: https://www.reynaldomartinezelementary.com/
Email: adamstd@nv.ccsd.net
Phone: 702-799-3800

School Designations: X Title I   ❏ CSI   ❏ TSI   ❏ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act (ESSA)](), and for detailed information about the School and District rating system, see the [School Rating Overview]().

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	520#	0.2%	.4%	63.7%	30%	2.9%	.4%	2.5%	15.19%	30.38%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	32.42%	78	48.06%	41.3%	66	54.85%	9.3%	20.3%	57.14%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	**School**	40.8%	69	45%	40.1%	55	51.8%	8.6%	11.8%	39.6%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	**School**	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.1%	44.2%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	425	426	433
District*	379	368	361

*Source: datatool.nevada school climate.org; Results Across Topics; retrieved 6.22.2021

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, Jessica Nudd, Erica Charles, Erin Heu, 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)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
SOT Meeting	9/28/21	6	The need for Professional Development in the area of foundational reading skills. Reviewed budget as it relates to school improvement goals
Parent Connection	9/24/21	89	Desire to engage in Leader in Me parental activities to increase students desires for success
Student Meeting	10/14/21	50	Positive about school initiatives, and support teachers are giving them. They felt the Leader in Me was a positive program. They felt the school was clean, and that not too many assignments were given.
Parent Survey	10/14/21	520	Little to no response.
Parent Connection	10/19/21	33	None
SOT Meeting	10/26/21	7	Need for continued partnerships post COVID with parents. Foundational Reading skills.

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, iready, WIDA*	*Panorama, CCSD Student Survey*	*Instructional Rounds*
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: School Goal: *End of year 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: *Insert during Event 5*
- *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: *Insert during Event 5*
- 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 need to monitor and implement.

Challenges to Tackle: *Insert during Event 5*
- *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 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.*
- *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.*

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

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 and teacher feedback and participation in meetings.*	*District-Wide Survey/ School Based Surveys*	*Observation of collaborative structures*
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

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
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
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 position 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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Racial/Ethnic Minorities: ELL strategist will monitor ELL students and provide ongoing training and support to meet the needs of students.

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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