School Performance Plan

School Name

EARL, MARION B. ES

Address (City, State, Zip Code, Telephone):

6650 WEST RENO AVENUE
LAS VEGAS, NV 89118, 7027998181

Superintendent/Region Superintendent:

Jesus Jara / Barry Bosacker

For Implementation During The Following Years:

2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	☑ Use of Core Instructional Materials	☑ Scheduling	☑ Model School Visits

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
Holly Alderman	Parent	Andrew Alderman	Parent
Belinda Schauer	Principal	Victoria Girardin	SOT Member and Teacher
Lisa Vollmoeller	SOT Member and Instructional Assistant	Susan Watman	Assistant Principal
Sarah Yaksich	Read by Grade Three Strategist		

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
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Nevada Alternate Assessment (NAA)
Summative Assessments	Comparison of ELPA with other Assessments	Individualized Education Programs (IEP)
Interim Assessments	Teacher/Administrator Observation Data	Achievement Gap Data
Nevada Comprehensive Audit Tool for Schools (NCCAT-S)	NA	Teacher/Administrator Observation Data
Other: Attendance	Other: WIDA	Other:
Other: Teacher/Administrator Observation Data	Other:	Other:

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

Overview
Marion Earl ES serves 506 Students. This demographic data has changed since past years as we were rezoned for the 2019-2020 school year and had a decrease in enrollment from approximately 700 to 500. In 2019-2020 the school received the Community Eligibility Provision for all students to receive free breakfast and lunch every day. The ethnicity breakdown is below from Datalab as of 10/5/20.

Asian or Pacific Islander 8.43% (43/510)
Black 21.96% (112/510)
Caucasian 14.31% (73/510)
Hispanic 43.33% (221/510)
Multiracial 9.41% (48/510)
Native Hawaiian or Other Pacific Islander 2.55% (13/510)

This school supports 15.29 (78/510)% students with IEP's and 20.58% 105/510) EL students at this time.

State Assessment Results:

ELA Summative Assessment Results 17-18 18-19 19-20 (No state assessment in 2019-2020 due to COVI-19 closure.)
Overall Proficiency 48.2% 44.8% a%
Asian or Pacific Islander 53.4% 57.7% b%
Black 40.8% 44.3% c%
Caucasian 50% 46.1% d%
Hispanic 47.7% 38.8% e%
Multiracial 57.1% 40.8% f%
IEP 10.8% 10.5% l%
EL 40.2% 35% m%

Data Analysis (ELA Summative Assessments): In the 18-19 school year, our ELA overall proficiency declined from the previous year, resulting in our school going from being a 3 star school to a 2 star school. We hope to see an increase in 19-20, and will update in the fall of 2020 to include this data in the trend analysis. *No state assessments in 2019-2020 due to Covid-19 closure.

Math Summative Assessment Results 17-18 18-19 19-20 (No state assessment in 2019-2020 due to COVI-19 closure.)
Overall Proficiency 41.1% 44.8% a%
Asian or Pacific Islander 55.8% 68.7% b%
Black 34.2% 39.6% c%
Caucasian 51.7% 54.7% d%
Hispanic 34.5% 31.1% e%
Multiracial 38.1% 54.5% f%
IEP 10.8% 14.8% l%
EL 36% 38.2% m%

Data Analysis (Math Summative Assessments): In the 18-19 school year, our Math overall proficiency increased from the previous year. We hope to see continued increases in 19-20 and will update in the fall of 2020 to include this data in the trend analysis. (No state assessment in 2019-2020 due to COVI-19 closure.)

Positive Statements/Trends:
1. We have focused on behavior at the school by adding a Social Emotional Learning program and increasing participation in afterschool activities. This has resulted in a decrease in behavior incidents from the previous school year. We have decreased the number of suspensions from 64 in 2017-2018, to 18 in 2018-2019, to X at the end of the 2019-2020 school year. (No behavior stats in 2019-2020 due to COVID-19 closure.)
2. Our mathematics overall proficiency has increased from 17-18 to 18-19, and we would like to see continued increase for 19-20.

Areas of Concern/Opportunity:
1. Chronic absenteeism has increased since the 2017-2018 school year from 12.8% to 14.8% in 2018-2019 to Y% at the end of the 2019-2020 school year. (No data in 2019-2020 due to COVID-19 closure.)
2. ELA proficiency has decreased since the 2017-2018 school year from 48.2% to 44.8% in 2018-2019. We will review this trend in the fall.
3. There are 17/36 teachers at this school who are within their first 5 years of teaching, who are receiving professional development support to increase capacity and improve pedagogy.

Prioritized Needs:
During the 2019-2020 school year, we are participating in the ANet Partnership. With ANet we have identified the following priorities:
1. Place standards at the forefront of instruction, for all grade levels: Math where the major focus areas of each grade should drive instruction 65-85% of the time. In ELA ensure that standards are structured around grade level complex text.
2. All staff should be aware of the Identified data that will drive day -to-day as well as Year long decisions. (common assessments, embedded assessments, MAP, SBAC). Ensure all grade(s) level(s) use the same resources to ensure proper analysis and next steps to instructional equity. Ensure data is transparent and that all stakeholders fully comprehend the purpose and use for data resources.
3. Ensure all staff plan units / lessons that are informed by formative and summative data, with a scaffolded approach to maximize the learning goals for all students and reduce / eradicate the instructional inequities.

Evidence Based Interventions:
We have implemented the following Evidence Based Interventions related to SB178:
Lexia EBI Level 2
Macaruso, P., Hook, P. E., & McCabe, R. (2006). The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. Journal of Research in Reading, 29(2), 162-172.
Schechter, R., Macaruso, P., Kazakoff, E.R., & Brooke, E. (2015). Exploration of a blended learning approach to reading instruction for low SES students in early elementary grades. Computers in the Schools, 32, 183–200.
Macaruso, P., Wilkes, S., & Prescott, J. E. (2018). An investigation of blended learning to support reading instruction in elementary school. Concord, MA: Lexia Learning.

Reach for Reading EBI Level 1
Wilkerson, S & Savoy, M. (2011). National Geographic Reach efficacy study: Final report. Charlottesville, VA: Magnolia Consulting, LLC.

Accelerated Reader EBI Level 3
Shannon, L. C., Styers, M. K., & Siceloff, E. R. (2010). A final report for the evaluation of Renaissance Learning's Accelerated Reader Program. Charlottesville, VA: Magnolia Consulting.

MAP EBI Level 3
National Center for Education Evaluation and Regional Assistance (12/2012). The Impact of the Measures of Academic Progress (MAP) Program on Student Reading Achievement. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_20134000.pdf

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 1:
Increase the overall percentage of ELA proficient students at Marion Earl ES from X% (2018-19) to 61.2% (State MIP), as measured by the state assessment for ELA by the end of the school year. *2019-2020 data was not collected due to COVID-19 school closure. 2020-2021 data was not collected as of 2/16/21.

Root Causes:
Teachers need to continue to learn to implement the NVACS with fidelity and rigor. Teachers will need to become fluent in the use of new materials to supplement curriculum fully aligned to the NVACS. Inadequate time exists in the standard schedule to provide remediation and acceleration as well as on-grade instruction. CSR positions will be utilized to assist with specified classrooms/students in grades K-3. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission. Root causes were developed as a result of the school's lower proficiency results when compared to state and district results on the state assessments and NSPF.

Measurable Objective 1:
Increase the percent of all students above the 60th percentile in ELA from X% (Fall 2021) to Y% (Winter) to 61.2% (Spring Target) by the end of the school year as measured by the MAP Growth formative assessments for ELA. MAP data from 2020-2021 was not used for this analysis due to inconsistent testing environments during distance learning.

Measurable Objective 2:
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.

Monitoring Status
In Progress

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

PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data,intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	Additional 4th-grade teacher and 5th-grade teacher provided by Title I Budget. Common preps facilitate collaboration. Read by 3 Strategist, CTTs and/or Strategists will provide interventions and acceleration to identified students. RBG3 Strategist will also provide relevant literacy PD to all staff. Administration will lead PD on unwrapping standards and PLCs.	MAP Interim assessments, DRA and easycbm diagnostics on data tracker, admin observations.	Administration (Data tracker reports 3x/yr) Read by 3 Strategist, Data Strategists, RTI team (easycbm rpts3x/yr), admin(observations monthly), and CTT logs. CTTs were not utilized due to Covid closure.	In Progress

Comments:
NVACS - Nevada Academic Content Standards, DOK - Depth of Knowledge, PLC- Professional Learning Communities, DRA - Development Reading Assessment, RTI - Response to Intervention

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.	Monthly/weekly SOT meetings, Title I Parent Organization, family engagement committee, bi-monthly presentations with handouts, staff available to translate in multiple languages (ongoing) and support during academic training sessions and events (ongoing).	Event agendas and handouts, Title I sign in sheets; Title I surveys; volunteer sign-in logs, Parent Link history, school website, newsletter, Marion Earl Facebook Page, Marion Earl Twitter, Marion Earl Dojo, and SOT sign in sheets and/or Virtual Attendance Logs.	Title I Coordinator (sign-in sheets & surveys per mtg); Administration (recording Parentlink msgs/newsletters - Monthly), Administration (Parentlink history, website Monthly), Administration and SOT members (monthly agendas and meetings), multilingual staff (Parentlink recordingsMonthly), clerk (volunteer logs-1x/year)	In Progress

Comments:
2020-2021 Semester 1 is engaged in 100% distance learning. Semester 2 - March 1 engaged in 100% distance learning and then hybrid options for PK-3 were offered March 1 - June 1. 2021-2022 TBD

1.3 Curriculum/Instruction/Assessment (Required)	**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**

Lessons will be developed collaboratively within grade level to address the Literacy Framework so students will be engaged in rigorous and relevant activities aligned to NVACS. Teachers will follow PLC and unwrapping standards procedures. Implement best practices in classrooms. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	Read by 3 Strategist, admin (Monthly) to provide PD, model, and support collaboration; admin to observe best practices (Monthly); supplemental curricular materials. Teachers will be provided common preparation periods to offer collaboration time.	Curriculum Engine, Read by 3 Strategist activity logs, Grade Level Planning reports, diagnostic data, CCF-109/Virtual Master Calendar, student achievement data on SBAC and MAP assessments	Admin (curriculum engine review-ongoing), Read by 3 Strategist, teachers (grade level planning reports-weekly, intervention logs-weekly, intervention block plans-Monthly, RTI team, Data Trackers with all diagnostic and summative data (3x/year)	In Progress

Comments:

1.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Academic Support Funds (ASF) will be allocated for two licensed teachers to assist with lowering class sizes and support the bottom quartile students.	Two licensed teachers (ASF)	MAP Growth Assessment data, SBAC data, classroom formative and summative assessments.	August 2021-2022 Teachers will use assessment data to ensure bottom quartile students are making growth.	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 2:
Increase the overall percentage of Math proficient students at Marion Earl ES from 44.8% (2018-19) to 53.5% (State MIP), as measured by the state assessment by the end of the school year. *2019-2020 data was not collected due to COVID-19 school closure. *2020-2021 data was not collected as of 2/16/21.

Root Causes:
Teachers need to continue to learn to implement the NVACS with fidelity and rigor. Teachers will need to become fluent in the use of new materials to supplement curriculum fully aligned to the NVACS. Inadequate time exists in the standard schedule to provide remediation and acceleration as well as on-grade instruction. CSR positions will be utilized to assist with specified classrooms/students in grades K-3. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission. Root causes were developed as a result of the school's lower proficiency results when compared to state and district results on the state assessments and NSPF.

Measurable Objective 1:
Increase the percent of all students at Marion Earl ES above the 60th percentile in math from X% (Fall 2021) to Y% (Winter) to 53.5% (Spring) as measured by the MAP Growth formative assessments for Math. MAP data from 2020-2021 was not used for this analysis due to inconsistent testing environments during distance learning.

Measurable Objective 2:
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.

Monitoring Status

In Progress

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

PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data, intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	Additional 4th-grade teacher and 5th-grade teacher provided by Title I Budget. Common preps facilitate collaboration. Read by 3 Strategist, CTTs and/or Interventionist Teachers will provide interventions/acceleration to identified students. RBG3 Strategist will also provide relevant literacy PD to all staff. Administration will lead PD on unwrapping standards and PLCs.	MAP Interim assessments, easycbm and math diagnostics on data tracker, admin observations.	Administration (Data tracker reports 3x/yr) Read by 3 Strategist, RTI team (easycbm rpts3x/yr), admin(observations monthly), and CTT logs. Update: No CTTs were not used due to Covid Closure.	N/A

Comments:

NVACS - Nevada Academic Content Standards, DOK - Depth of Knowledge, PLC- Professional Learning Communities, MAP - Interim Assessment , RTI - Response to Intervention

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.	Monthly/weekly SOT meetings, Title I Parent Organization, family engagement committee, bi-monthly presentations with handouts, staff available to translate in multiple languages (ongoing) and support during academic training sessions and events (ongoing).	Event agendas and handouts, Title I sign in sheets; Title I surveys; volunteer sign-in logs, Parent Link history, school website, newsletter, Marion Earl Facebook Page, Marion Earl Twitter, Marion Earl Dojo, and SOT sign in sheets/Virtual attendance logs.	Title I Coordinator (sign-in sheets & surveys per mtg); Administration (recording Parentlink msgs/newsletters - Monthly), Administration (Parentlink history, website Monthly), Administration and SOT members (monthly agendas and meetings), multilingual staff (Parentlink recordingsMonthly), clerk (volunteer logs-1x/year)	In Progress

Comments:

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

Lessons will be developed collaboratively within grade level to address the shift in mathematics so students will be engaged in rigorous and relevant activities aligned to NVACS. Teachers will follow PLC and unwrapping standards procedures. Implement best practices in classrooms. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	Strategist, admin (Monthly) to provide PD, model, and support collaboration; admin to observe best practices (Monthly); supplemental curricular materials. Teachers will be provided common preparation periods to offer collaboration time.	Curriculum Engine, Read by 3 Strategist activity logs, Grade Level Planning reports, diagnostic data, CCF-109/Distance Learning Master Schedule, student achievement data on SBAC and MAP assessments	Admin (curriculum engine review-ongoing), Read by 3 Strategist, teachers (grade level planning reports-weekly, intervention logs-weekly, intervention block plans-Monthly, RTI team, Data Trackers with all diagnostic and summative data (3x/year)	In Progress

Comments:

2.4 Other (Optional)		Continuation From Last Year: No	NCCAT-S Indicators:	
Academic Support Funds (ASF) will be allocated for two licensed teachers to assist with lowering class sizes and support the bottom quartile students.	Two licensed teachers (ASF).	MAP Growth Assessment data, SBAC data, classroom formative and summative assessments.	August 2021-2022 Teachers will use assessment data to ensure bottom quartile students are making growth.	N/A

Comments:

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

Based on the CNA, identify all that apply:	☑ General Education	☑ FRL	☑ ELL	☑ IEP	☐ Other

Priority Need/Goal 3:
Decrease the percentage of chronic absenteeism from 14.8% (2018-19) to 10% by as measured in the Nevada School Performance Framework, thus increasing 1-3 points on the Student Engagement indicator.

Root Causes:
Absenteeism is prevalent among all ethnic groups. Reasons vary from illness, extended family visits out of the country or out of state, and/or lack of urgency to attend school.

Measurable Objective 1:
Decrease chronic absenteeism from 14.8% at the end of S1 of 2018-19 to 10% at the end of S1 in 2020-2021.

Monitoring Status

In Progress

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	**Resources and Amount Needed for Implementation** (people, time, materials, funding sources)	**List Artifacts/Evidence of Progress:** Information (Data) that will verify the action step is in progress or has occurred.	**List Timeline, Benchmarks, and Position Responsible**	**Monitoring Status**
3.1 Professional Development (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community. All staff will participate in a professional development session with training materials provided by the District's Equity and Diversity Department. Teachers to provide incentives in online classroom; school to provide incentives school-wide; staff will make wellness calls to increase engagement.	Cultural Responsiveness Framework workshops (CCSD) facilitated by Equity and Diversity in partnership with National Academic Educational Partners and other community-based organizations provided.	Sign-in sheets, agendas, attendance reports.	The principal is responsible for ensuring this action step takes place during Staff Development Days or other contract time.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		**Continuation From Last Year: Yes**	**NCCAT-S Indicators:**	
Intervention includes teacher calls to parents, counselor intervention, attendance officer, positive reinforcements, etc. Families will be notified via phone calls from staff and District attendance letters.	Teachers, office staff, and administration. Funding for prizes is provided by SGF and school partners.	Attendance letters, Chronically absentee letters, phone logs, and prizes.	Teachers, administration and office staff.	In Progress

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Attendance incentives include a monthly prize give-away (spin the wheel) and teacher classroom "Perfect Attendance" parties.	Funding for prizes is provided by SGF and school partners.	Weekly and monthly attendance logs from Infinite Campus.	Teachers, administration, and office staff.	In Progress

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)
Title I	$179,280.00	Money will be used to purchase two teachers, one instructional aide, and technology.	Goals 1 and 2
Academic Support Funding	$162,400.00	Money will be used to purchase two teachers.	Goals 1 and 2
Title III	$7,326.00	Computer-based tutoring program for ELL students; offered after school to students for language acquisition; Imagine Learning software to be utilized during and after school.	Goals 1 and 2
Class Size Reduction (CSR)	$352,073.68	Money will be used toward salaries for class size reduction.	Goals 1 and 2
General Budget Allocation	$3,020,254.44	Allocation for teacher salaries, money will be used for the purchase of our Read by Grade Three Learning Strategist, and supplies.	Goals 1, 2 and 3

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Marion Earl ES has retained many staff for ten years plus, fostering the climate of family and commitment. Additionally, the staff also has several new teachers who embrace traditional values of the existing staff, and who are valued for their new ideas and experiences. Teachers here will grow professionally through ongoing PD and grade-level collaboration. We work collaboratively with Human Resources to ensure licensed teachers are placed into any vacancy. Teachers are celebrated for their progress. A website, Facebook page, and Twitter are maintained to communicate school values so that quality applicants may be able to research our school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
Educational Involvement Accords & Honor Codes were sent out, signed. Some ParentLink communication is provided in English & Spanish. A monthly newsletter is provided. The website is updated weekly and includes several academic resources for parents and students. Facebook page is updated regularly to communicate school events. Parent meetings are held monthly with the SOT, admin, & teachers to encourage parent involvement. 100% participation is expected for PSTAPT. Progress reports via IC. Parent Workshops are provided with a focus on ELL strategies. Each teacher communicates to parents on a weekly basis via Classroom DOJO.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
We participate in assemblies put on by the CCSD Magnet Program and Sawyer MS to prepare the 5th graders for the next level. Sawyer MS counselors work closely with our 5th grade teachers and our counselor to assist with creating schedules for the incoming 5th graders; Sawyer's school psychologist and counselor works with our teachers, school psychologist, and counselor to prepare for incoming IEP's and 504's. PreK students attend an orientation to transition to Kindergarten and meet teachers.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Grade levels utilize district and grade level assessments to identify areas of concern for targeted instruction. Grade levels include a minimum of one grade level meeting per week to discuss assessment data.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts
Title I funds are utilized to purchase additional teachers for class size reduction, instructional aide for intervention, and technology.

Plan for improving the school climate

Goal:
In 2019-2020, 98% of parent were engaged with the school as measured by the parent-teacher conference attendance; 87% of students reported they like their school; and 83% of students reported that they felt safe at the school as measured by the CCSD District-wide survey. By the end of the 2020-2021 school year, it is the goal that Marion Earl scores 93% in the categories listed above from the CCSD District-wide survey.

Action Plan: How will this plan improve the school climate?
Initiate a Leadership Team that will work along side the admin, school counselor, and strategists to establish goals and action steps to assist with the gains necessary to increase student growth and decrease chronic attendance. The Leadership Team will meet every other week to communicate ideas, concerns, and solutions to admin in a collaborative effort to improve school climate and practices. The Leadership Team will have a voice and will help to promote climate by seeking solutions to climate concerns. Marion Earl staff will host academic and parent nights throughout the year to better engage families. These nights will teach our families strategies and techniques to assist with academics at home. Staff will utilize Classroom Dojo (a communication system) to communicate events and other important happenings.

Monitoring Plan: How will you track the implementation of this plan?
Google survey will be used to collect feedback from staff. Also, staff will meet without admin and will have a spokesperson to take confidential notes to provide to the admin when necessary. Administration will monitor the Behavior Analysis report on Datalab to ensure a decrease in negative behaviors.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?
School Survey results will indicate the percentage of improvement.

APPENDIX A - Professional Development Plan

1.1
PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data,intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.

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

2.1
PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data, intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.

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

3.1
PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community. All staff will participate in a professional development session with training materials provided by the District's Equity and Diversity Department. Teachers to provide incentives in online classroom; school to provide incentives school-wide; staff will make wellness calls to increase engagement.

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

APPENDIX B - Family Engagement Plan

1.2
Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2
Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2
Intervention includes teacher calls to parents, counselor intervention, attendance officer, positive reinforcements, etc. Families will be notified via phone calls from staff and District attendance letters.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the overall percentage of ELA proficient students at Marion Earl ES from X% (2018-19) to 61.2% (State MIP), as measured by the state assessment for ELA by the end of the school year.
*2019-2020 data was not collected due to COVID-19 school closure. 2020-2021 data was not collected as of 2/16/21.

Measurable Objective(s):
- Increase the percent of all students above the 60th percentile in ELA from X% (Fall 2021) to Y% (Winter) to 61.2% (Spring Target) by the end of the school year as measured by the MAP Growth formative assessments for ELA. MAP data from 2020-2021 was not used for this analysis due to inconsistent testing environments during distance learning.
- 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.

Status
In Progress

Comments:

1.1 Professional Development: NVACS - Nevada Academic Content Standards, DOK - Depth of Knowledge, PLC- Professional Learning Communities, DRA - Development Reading Assessment, RTI - Response to Intervention
1.2 Family Engagement: 2020-2021 Semester 1 is engaged in 100% distance learning. Semester 2 - March 1 engaged in 100% distance learning and then hybrid options for PK-3 were offered March 1 - June 1. 2021-2022 TBD
1.3 Curriculum/Instruction/Assessment:
1.4 Other:

	Mid-Year		End-of-Year
1.1	PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data,intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	N/A	
Progress			
Barriers			

Next Steps		
1.2	Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.	N/A
Progress		
Barriers		
Next Steps		
1.3	Lessons will be developed collaboratively within grade level to address the Literacy Framework so students will be engaged in rigorous and relevant activities aligned to NVACS. Teachers will follow PLC and unwrapping standards procedures. Implement best practices in classrooms. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	N/A
Progress		
Barriers		
Next Steps		
1.4	Academic Support Funds (ASF) will be allocated for two licensed teachers to assist with lowering class sizes and support the bottom quartile students.	N/A
Progress		
Barriers		

Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:
Increase the overall percentage of Math proficient students at Marion Earl ES from 44.8% (2018-19) to 53.5% (State MIP), as measured by the state assessment by the end of the school year.
*2019-2020 data was not collected due to COVID-19 school closure. *2020-2021 data was not collected as of 2/16/21.

Measurable Objective(s):
- Increase the percent of all students at Marion Earl ES above the 60th percentile in math from X% (Fall 2021) to Y% (Winter) to 53.5% (Spring) as measured by the MAP Growth formative assessments for Math. MAP data from 2020-2021 was not used for this analysis due to inconsistent testing environments during distance learning.
- 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
In Progress

Comments:

2.1 Professional Development: NVACS - Nevada Academic Content Standards, DOK - Depth of Knowledge, PLC- Professional Learning Communities, MAP - Interim Assessment , RTI - Response to Intervention
2.2 Family Engagement:
2.3 Curriculum/Instruction/Assessment:
2.4 Other:

	Mid-Year	End-of-Year
2.1	PD: Implementing NVACS with rigor (including DOK 3&4), instructing students of poverty, aligning resources/activities to NVACS. Daily grade level collaboration for planning, data, intervention/acceleration. Site-based collaboration time during 3 professional development days provides teachers with professional development in the areas of unwrapping standards, Professional Learning Communities, ELL, supplemental curricular materials, and mindfulness. CTTs assist with interventions to students. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	N/A
Progress		
Barriers		
Next Steps		

2.2	Marion Earl has continued to increase the communication with parents via a family engagement committee, monthly newsletters, website, ParentLink and a bi-lingual component to most communication. Parent participation has increased at meetings, activities, and sporting events. Parents instructed on how to help children utilize at-home resources, access & understand NVAC standards. Public invited to all SOT meetings, and agendas shared on the website for community input. Class DOJO used to communicate to all parents. Parents are also provided with a calendar to the Diskin ES Parent Center.	N/A
Progress		
Barriers		
Next Steps		
2.3	Lessons will be developed collaboratively within grade level to address the shift in mathematics so students will be engaged in rigorous and relevant activities aligned to NVACS. Teachers will follow PLC and unwrapping standards procedures. Implement best practices in classrooms. NCCAT survey results determined that instructional staff members must: (1) provide students with additional instruction and intervention as needed to improve student achievement; (2) develop unit/lesson plans based on student assessment results and adjust instruction accordingly; and (3) provide specific and timely feedback to students on an ongoing basis, and students use feedback to improve their performance. NCCAT also determined that school leadership develops and communicates a clear, shared vision and mission.	N/A
Progress		
Barriers		
Next Steps		
2.4	Academic Support Funds (ASF) will be allocated for two licensed teachers to assist with lowering class sizes and support the bottom quartile students.	N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:
Decrease the percentage of chronic absenteeism from 14.8% (2018-19) to 10% by as measured in the Nevada School Performance Framework, thus increasing 1-3 points on the Student Engagement indicator.

Measurable Objective(s):
- Decrease chronic absenteeism from 14.8% at the end of S1 of 2018-19 to 10% at the end of S1 in 2020-2021.

Status
In Progress

Comments:

3.1 Professional Development:
3.2 Family Engagement:
3.3 Curriculum/Instruction/Assessment:
3.4 Other:

		Mid-Year	End-of-Year	
3.1		PD in Cultural Responsiveness for the purpose of increasing respectful and productive engagement among educators, students, families and the community. All staff will participate in a professional development session with training materials provided by the District's Equity and Diversity Department. Teachers to provide incentives in online classroom; school to provide incentives school-wide; staff will make wellness calls to increase engagement.	N/A	
Progress				
Barriers				
Next Steps				
3.2		Intervention includes teacher calls to parents, counselor intervention, attendance officer, positive reinforcements, etc. Families will be notified via phone calls from staff and District attendance letters.	N/A	
Progress				

Barriers	
Next Steps	

3.3	Attendance incentives include a monthly prize give-away (spin the wheel) and teacher classroom "Perfect Attendance" parties.	N/A
Progress		
Barriers		
Next Steps		

3.4		N/A
Progress		
Barriers		
Next Steps		