



Clark County School District

C. P. Squires Elementary

School Performance Plan: A Roadmap to Success

Addendum for CSI, TSI, TSI/ATSI Schools

This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to Tiffany Burlacu for more information.



School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

Inquiry Area 1 – Student Success

| School Goal | |
|---|--------------------------------|
| <p><i>Increase student proficiency in math from 21.2% in 2022 to 40% in 2023 as measured by SBAC and reported on the Nevada State Performance Framework.</i></p> <p><i>Increase student proficiency in English language arts from 31.1% in 2022 to 48.5% in 2022 as measured by SBAC and reported on the Nevada State Performance Framework.</i></p> | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| <p><i>All teachers will purposefully plan for and deliver high quality, rigorous Tier I reading and math and math instruction utilizing the Nevada Academic Content Standards, CCSD adopted curricular materials (Ready Gen and enVision Math , pacing guides and Tier I MTSS Instruction Expectations.</i></p> | <p>2/3</p> |
| <p>Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?</p> | |
| <p>English Learners:</p> <ul style="list-style-type: none"> ● Challenge: The gap between our Hispanic/Latino Group (19.7) and our English Learners Current and Former (13.3) has a 6.4 gap for Math Proficiency. The gap between our Hispanic/Latino Group (30.5) and our English Learners Current and Former (29.3) has a 1.2 gap for ELA Proficiency. ● Support: <i>MTSS training and Teacher Instruction Expectations , NVACS:NEPF CCSD Pacing Guides, Language support materials- visual vocabulary cards, accountable talk materials, Adopted curricular materials enVision 2020 and Ready Gen Reading, Learning Strategists, PLC Tracking materials Ready GEN instructional materials and manipulatives, Read Well small group instruction provided by designated instructional assistant(intervention) and classroom teachers, Online support- iReady, MyOn.</i> <p>Foster/Homeless: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Free and Reduced Lunch: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: <p>Migrant: N/A</p> <ul style="list-style-type: none"> ● Challenge: ● Support: | |



Racial/Ethnic Groups:

- Challenge: The gap between our Hispanic/Latino Group (19.7) and our Black/African American Group (22.7) has a 3.0 gap for Math Proficiency. The gap between our Hispanic/Latino Group (30.5) and our Black/African American Group (22.7) has a 7.8 Gap for ELA Proficiency.
- Support: *All teachers will purposefully plan for and deliver high quality, rigorous Tier I reading and math and math instruction utilizing the Nevada Academic Content Standards, CCSD adopted curricular materials (Ready Gen and enVision Math , pacing guides and Tier I MTSS Instruction Expectations.*

Students with IEPs:

- Challenge: The gap between our students with IEPs (10.5) and our Hispanic/Latino Group (19.7), has a 9.2 gap for Math Proficiency. The gap between our students with IEPs (5.2) and our Hispanic/Latino Group (30.5) has a 25.3 gap for ELA proficiency.
- Support: *Scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy/MAP Accelerator, iReady, Read Well and Xtra math.*

Add sections for additional student groups specific to your school as needed.



Inquiry Area 2 – Adult Learning Culture

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| School Goal | |
| 100% license staff will increase the percent of learning tasks aligned to the standards from 20% in Fall of 2022 to 50% in Winter of 2022 to 100% in Spring of 2023 as measured by informal and formal classroom | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| Utilize administration observation data to ensure proper task alignments to strategies by increasing informal and formal observation cycles with targeted feedback. | 3 |
| Resource Equity Supports: Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges? | |
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Inquiry Area 3 – Connectedness

| School Goal | |
|--|--------------------------------|
| Increase the percentage of students responding favorably to survey questions in the positive feelings category from 62% in fall of 2021 to 70% in Spring of 2022 as measured by the Panorama survey. | |
| Improvement Strategies | Evidence Level (1, 2, 3, 4) |
| <i>Monitor District survey data and intervene accordingly. Increase positive feelings through scheduled SEL mini-lessons from counselor; small groups and individual counseling for students identified through the District wide survey.</i> | 1 |
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