



Clark County School District

Marion Earl Elementary

School Performance Plan: A Roadmap to Success

Marion Earl 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: Veronica Hunt

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 06/09/2023



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/marion_b._earl_elementary_school/2022/nspf/.

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
Veronica Hunt	Principal(s) <i>(required)</i>
Melissa Mingo	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jose Xilef Singson, Math Interventionist MaryAnne Almario, Read By Grade 3 Learning Strategist Claire McGartland, Resource Maureen Debenedittis, Counselor Victoria Girardin, 2nd Grade Chairperson Maria Lee-Camargo, 1st Grade Chairperson Teresita Ludyen, 5th Grade Chairperson	Teacher(s) <i>(required)</i>
Lisa Vollmoeller	Paraprofessional(s) <i>(required)</i>
Andrea Calvano	Parent(s) <i>(required)</i>



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
Town Hall	09/29/2022	<ul style="list-style-type: none"> Title I meeting and budgeting information, upcoming events and fundraisers, introducing the Parent Leadership Team, Eagle Elites
SOT Meetings	Monthly 08/23/2022 09/13/2022 10/11/2022 11/22/2022 12/13/2022 01/10/2023 02/06/2023 03/07/2023 04/14/2023 05/12/2023	<ul style="list-style-type: none"> Click here for agenda SOT discussed upcoming events throughout the school year. Overview data from Benchmark MAP Assessments were presented to support the progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was solicited to inform decisions about SPP: Roadmap revisions.
Eagle Elite (Parent Leadership Team)	Monthly 10/18/2022 11/08/2022 01/10/2023 04/04/2023	<ul style="list-style-type: none"> Click here for agenda Eagle Elite Team discussed and provided support with upcoming events and ways to fundraise money for school (incentive rewards, teacher appreciation, supplies, etc.). Overview data of climate and culture of staff, students, and parents were discussed to support the progress towards the SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback was



		solicited to inform decisions regarding SPP: Roadmap revisions.
CI Team Meetings	10/11/2022 02/02/2023 05/15/2023	<ul style="list-style-type: none">• Reviewed MAP Benchmark data with CI Team and Grade Level Chairs. Discussed SPP: Roadmap Inquiry area goals and improvement strategies. Reviewed action plan and feedback from grade levels• Discussed SPP: Roadmap revisions based off of Event 9 Status Tracker, Status Check 1, Event 3 Status Check, and Act 1



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	2021-2022, 22-23 SBAC Results 2021-2022, 22-23 MAP Data 2021-2022, 22-23 WIDA	Spring 2022 and 2023 Panorama Survey and Districtwide Survey	Walkthrough Data Pacing Guides/Lesson Plans
	<i>Areas of Strength: There was an increase in the percent of LEP students proficient in math from 4.6% in 20-21 to 16.2% in 21-22. There was a decrease in the percent of LEP students performing at the lowest achievement level compared to the previous year.</i>		
	<i>Areas for Growth: There is an achievement gap in math between students who are English learners and those who are not. Far more LEP students are in the lowest achievement level compared to Not LEP students.</i>		
Problem Statement	Overall math proficiency is low regardless of students that are identified as LEP and non LEP. Students who are not proficient in math will continue to fall behind because math vocabulary and knowledge builds upon previous understandings. The following are the percent of only the students above the 61st percentile (demonstrating proficiency) on the 2022 Spring MAP assessment: K- 54%, 1st-37%, 2nd- 19%, 3rd-19%, 4th-13%, 5th-12%.		
Critical Root Causes	Needing more time and continued PL (in data analysis and math curriculum) for staff to analyze formative and summative data to assist in targeted support for Tier I instruction.		



Part B

Student Success	
<p>School Goal: Increase the percentage of students meeting Met Projected Growth (MPG) in MAP Spring Math Benchmark from 48% in Spring 2023 to 53% by Spring 2024, as measured by the MAP® Growth™ Assessments.</p>	<p>Aligned to Nevada’s STIP Goal: <i>GOAL 3: ALL STUDENTS EXPERIENCE CONTINUED ACADEMIC GROWTH.</i></p>
<p>Improvement Strategies:</p> <ul style="list-style-type: none"> ● School-wide focus on quality Tier I instruction where small groups include implementation of Envisions math and/or Exact Path for Grades K-5 as well as “Number Talks” for Grades Pre-K-2. ● enVision Intervention Kits will be utilized by each grade level to support intervention groups (Tier 2 and Tier 3 students). ● Exact Path will be utilized to supplement math instruction (Tier I, grade level small groups) and intervention for all grades ● Strategists and interventionists will provide daily small group intervention for Tier 2 and Tier 3 students targeting math word problems/vocabulary (Grades 3-5) and Foundational Skills in Word Recognition (Scarborough’s Reading Rope, LETRs) (Grades K-2) ● Common Summative Assessments and Data Driven PLC lesson planning with Strategist Team <p>Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- <i>enVision2020</i>, 2- <i>IXL</i>, 2- <i>Professional Learning Communities</i></p>	
<p>Intended Outcomes: If teachers implement effective Tier 1 instructional practices in Math and utilize identified supports while tracking student data and responding to student learning needs, then the percent of students meeting AGP in Math will increase to 58% as reported by NSPF for the 2023-2024 school year. Additionally, the percent of students meeting or exceeding the established growth target in math will be 50% by Winter 2023, as measured by the MAP® Growth™ Assessments, to assist in meeting the goal of 53% by Spring 2024.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Weekly PLCs with math interventionist and PLC strategist to analyze data to guide Tier I instructional planning that aligning with math curriculum and the shifts in mathematical instruction ● Vertical alignment and discussions on vocabulary and strategies during weekly PLCs based off of student data ● School wide Data Trackers updated and customized by every teacher/strategist with benchmark (Fall, Winter, Spring) and progress monitoring scores (Tier 2: bi-weekly, Tier 3: Weekly) ● Support for teachers in using enVision Intervention Kits will be utilized by each grade level for intervention groups throughout the year and informally surveyed during PLC meetings as well as by request of admin ● Exact Path will be integrated for targeted, differentiated support and intervention for grades K-5 (schoolwide). Data will be provided and discussed bi-weekly with the math interventionist and grade level teachers during PLC meetings ● Strategists and interventionists will provide daily small group instruction for Tier 2 and Tier 3 students and will be monitored through 	



progress monitoring. Tier 2 will receive bi-weekly progress monitoring, Tier 3 will receive weekly progress monitoring.

Resources Needed:

- enVisions Intervention Kits
- enVision student workbooks (30 books for each grade level)
- Exact Path
- Intervention Master Schedule
- PLC minutes/Agendas
- Professional Development from strategists
- “Number Talks” Resource/Strategies

Challenges to Tackle:

- Student Attendance: Attendance Intervention plans for students with chronic absenteeism organized with counselor and grade level teams, Truancy letters sent home, Incentives for attendance
- Staff Attendance: administration and strategists will model the use of PL strategies during staff meetings and/or provide new teachers to observe model lessons during instructional time from the strategist and/or a colleague
- Scheduling: Assign strategists/interventions to a focus grade level (K-1- RBG3 strategist and ELA interventionist, 2-3 Math interventionist, Grade 4-PLC strategist, Grade 5- All strategists/interventionists)
- Learning Curve of implementing curriculum and professional development in Shifts of Mathematical Instruction: Have new teachers observe model/mentor teachers
- Present levels compared to typical school years
- Establish a math progress monitoring tool (decision pending)

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

English Learners: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds

Foster/Homeless: Collaborate with caseworkers to ensure positive outcomes; carrying out academic plans; providing social-emotional support

Free and Reduced Lunch: Providing safe and comfortable environment; counselor-led lessons on problem-solving, social-emotional, friendship, college/career readiness, consistent at-home academic support and resources, and study skills

Migrant: N/A

Racial/Ethnic Minorities: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds; Providing safe and comfortable environment;



counselor-led lessons on problem-solving, social-emotional, friendship, college/career readiness, and study skills; providing diverse resources

Students with IEPs: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds; ensuring accommodations are in place and goals guide instruction

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Winter and Spring 2021-22,22-23 MAP Data 2021-2022,22-23 WIDA Teacher Observations and Evaluations	District Survey Results School-wide Survey Results Teacher Evaluations	Lesson Plans PLC PL RTI Meetings Intervention Plans/Groups
	<i>Areas of Strength: Evidence of implementation of Math Professional learning can be inferred through the MAP Met projected growth data showing an increase from Winter to Spring in Grades K (1% increase), 3 (7% increase), and 5 (5% increase).</i>		
	<i>Areas for Growth: Grades 1st and 4th demonstrated a decrease in met projected growth from Winter to Spring for 2022-23.</i>		
Problem Statement	The percent of students who met projected growth for math shows a decrease for grades 1 and 4. This indicates that more targeted grade level Tier I support in math vocabulary and foundational strategies are required.		
Critical Root Causes	Needing more time for staff to fully comprehend, align, and implement the professional development in the Shifts of Mathematical Instruction, with CCSD's Pacing Guide, and with district, school, and teacher-preferred online resources, as well as Envisions curriculum/intervention kits towards high quality, Tier I (small groups) instruction.		

Part B

Adult Learning Culture	
School Goal: Increase the percent of classroom observations that show	STIP Connection:



evidence that all students participate in cognitive tasks aligned to the CCSS standards from 85% at the end of semester 1 (Winter 2023) to 95% at the end of semester (Spring 2024) as measured by the Tier I Monitoring Tool (Focal Point).

GOAL 2: ALL STUDENTS HAVE ACCESS TO EFFECTIVE EDUCATORS

Improvement Strategy:

- Classroom teachers will participate in ongoing professional development on the implementation of the enVisions program, as provided by our on-site Math Strategist and PLC Strategist
- Administration will provide/plan additional professional development, modeling lessons, and classroom walkthroughs regarding the shifts in mathematical instruction to classroom teachers, as well as licensed staff and support staff who provide intervention and/or instructional support throughout the school year.
- Support with enVision Intervention Kits in order to be utilized by each grade level to support intervention groups.
- Exact Path will be utilized to supplement math instruction and intervention
- Strategists and interventionists will provide training on research-based intervention resources as well as best mathematical practices to classroom teachers, as well as licensed staff and support staff who provide intervention and/or instructional support.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *3- enVision2020, 2- IXL, 2- Professional Learning Communities*

Intended Outcomes: If licensed staff as well as support staff who provide instructional support, will implement mathematical strategies and practices presented throughout the year during professional development days, PLC's, and RTI meetings, then the goal percent of students meeting or exceeding the established growth target in math will be 50% (winter 2023) and 53% by Spring 2024, as measured by the MAP® Growth™ Assessments.

Action Steps:

- Weekly PLCs with math interventionist and PLC strategist to analyze data to guide Tier I instructional planning that aligning with math curriculum and the shifts in mathematical instruction
- Informal staff survey for returning teachers on receiving a review of the professional development regarding the shifts in mathematical instruction with new teachers administered mid year and end of year to monitor progress
- Support for teachers in using enVisions Intervention Kits will be utilized by each grade level for intervention groups throughout the year and informally surveyed during PLC meetings and by request of admin
- Exact Path math component will be utilized to supplement math instruction (small groups) and intervention. Data will be reviewed each month during PLC meetings
- Informal classroom walkthroughs available for all teachers to observe and identify quality instruction, engagement, and tasks aligned to standard

**Resources Needed:**

- enVisions Intervention Kits
- Exact Path Math Program
- Intervention Schedule
- PLC structure and processes
- Professional Development
- Informal classroom walkthrough tool

Challenges to Tackle:

- Scheduling coverage to provide walk throughs and model lessons: Have strategists/interventionists model lessons in the classroom or cover classes for teachers to observe colleagues
- Support staff attendance/participation in professional development opportunities: Provide playback videos/PL, have support staff attend PLC meetings
- Implementation of strategies and practices acquired during professional development-: Administration observation, Teacher can request support to strategists/interventionists

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

English Learners: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds

Foster/Homeless: Collaborate with caseworkers to ensure positive outcomes; carrying out academic plans; providing social-emotional support

Free and Reduced Lunch: Providing safe and comfortable environment; counselor-led lessons on problem-solving, social-emotional, friendship, college/career readiness, and study skills

Migrant: Providing safe and comfortable environment; counselor-led lessons on problem-solving, social-emotional, friendship, college/career readiness, and study skills

Racial/Ethnic Minorities: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds; Providing safe and comfortable environment; counselor-led lessons on problem-solving, social-emotional, friendship, college/career readiness, and study skills; providing diverse resources

Students with IEPs: Implementation of several visual aids/representations (manipulatives, graphic organizers) in differentiated/small group settings; opportunities for discourse and collaboration using EL strategies and scaffolds; ensuring accommodations are in place and goals



guide instruction

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	2021-22, 22-23 Panorama and Districtwide Survey Counselor Annual Calendar (Direct, Indirect, Program Planning and School Support)	2021-22, 22-23 District Wide Survey	2021-22, 22-23 District Wide Survey and Involvement with community events
	<i>Areas of Strength: There was a reduction in the total number of behavior events each quarter.</i>		
	<i>Areas for Growth: There are some concerns from informal observations where students have difficulty with growth mindset, grit, and building self confidence.</i>		
Problem Statement	32 out of 240 (13%) students who took the Winter Panorama Survey in 3-5th grade, scored as having SOME or NO strengths in the areas of Social Awareness, Sense of Belonging, and Emotional Regulation which in turn creates a lack of focus on the instruction being taught in the classroom for all students.		
Critical Root Causes	The inability of students to self-regulate their emotions, have social awareness and/or a sense of belonging can disrupt the learning environment, which in turn may originate from a lack of self confidence and deficiencies in growth mindset and grit.		

Part B

Connectedness	
School Goal: Increase the amount of students that feel they can self-regulate their emotions, have strong social awareness and a strong sense of belonging by 10% on the Spring 2024 Panorama survey.	STIP Connection: GOAL 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

**Improvement Strategy:**

- Counselor will meet with all classes monthly to conduct student SEL lessons.
- Monday Motivation Word of the Week will be incorporated into the daily announcements and students in each class will be recognized monthly for demonstrating strong use of Monday Motivation traits.
- Teachers will utilize Monday Motivation Word of the Week practices to engage students in developing social and emotional skills within their classroom.
- Continue to encourage parents and community members to get involved with Marion Earl events and activities throughout the school year
- Revise/Continue to implement school-wide Eagle Progressive Discipline Plan
- Incentives for attendance such as afterschool programs and monthly raffles
- Continue using Parent Link, Class Dojo, and parent phone calls (positive praise) to build school/family relationships
- Continue with the Eagle Elites, the parent leadership committee
- Implement Grade level/Student shoutouts involving growth in data

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

Intended Outcomes: If students are gaining the strategies to self-monitor their learning and to make appropriate academic decisions for themselves, then results will show an increase from 83% (Spring 2023) to 93% (Spring 2024) who consistently display self-regulated behavior, social awareness, and have a strong sense of belonging as measured by the Panorama Survey.

Action Steps:

- Counselor lessons targeting SEL with small group social skill lessons for every grade level monthly
- Use of Monday Motivation practices communicated during morning announcements and monitored by all staff daily
- Completion of Panorama survey for Fall, Winter, and Spring by students for analysis to guide SEL lessons
- Monthly Shining Star Ceremonies nominated by staff of students showcasing growth mindset and grit
- Schoolwide implementation of Eagle Progressive Discipline Plan where students earn Eagle Credits for the Eagle Store (weekly) and Eagle Credit Party (end of year)
- Continue with after school programs to assist in developing a sense of belonging and building self confidence and attendance incentive (AfterSchool AllStars, NEHS, Guys with Ties, soccer, Garden Club, and Good News Club)
- Continue Eagle Elites Parent Leadership Committee for parents/PTO to encourage parents to get involvement
- Continue implementing Attendance Intervention plans by teachers and counselor to identify/assist with chronic absenteeism

Resources Needed:

- Panorama survey data
- Monday Motivation messages
- Awards certificates



- Counselor
- Classroom Teachers
- Incentives for Attendance, Eagle store, raffles

Challenges to Tackle:

- Time: New programs are being implemented one at a time to ensure its quality. Continued programs are structured and communicated to all staff and students
- Student engagement: Using incentives and modeling Marion Earl school-wide expectations, showing consistency in rewarding students
- Attendance: Attendance incentives and Attendance intervention plans will be in place

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

English Learners: Utilization of “can do” descriptors to identify student ability levels. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.

Foster/Homeless: Ensuring students have technological resources. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.

Free and Reduced Lunch: Free breakfast/lunch for all students, working with Social Worker to provide Three Square meals. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.

Migrant: Assess and intervene with necessary interventions. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.

Racial/Ethnic Minorities: Culturally sensitive activities with vetted materials and scaffolding to develop language. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.

Students with IEPs: Focus and implementation on IEP goals. Weighted Funds employ paraprofessionals, other educational personnel, and other persons who provide services for at-risk and EL students.



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 Fund	\$3,744,701.69	enVision2020 Materials, IXL, Lexia, Supplies, staffing, supplies,materials	Goals 1,2, and 3
Title 1	\$225,780.00	Staffing, Community event materials, supplies, book study, technology	Goals 1,2, and 3
EL Fund	\$156,006.00	Staffing, PLC Prep Buys	Goals 1 and 2
At-Risk Fund	\$131,405.85	Staffing, PLC Prep Buys	Goals 1 and 2
ESSER III (2022-23 school year)	\$84,372.00	Math Strategist to provide professional learning and interventions	Goals 1 and 2