



Clark County School District

John R. Beatty ES

School Performance Plan: A Roadmap to Success

John R. Beatty ES 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on February 2024



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/john r. beatty elementary school/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/john_r._beatty_elementary_school/2023/nspf)

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Jennifer Lepore	Principal(s) <i>(required)</i>
Domonique Powell	Other School Leader(s)/Administrator(s) <i>(required)</i>
Noel Sawaia, Jennifer Valcho, Wendy Katz, Melissa Pulliam, Michelle D'Amico	Teacher(s) <i>(required)</i>
Dennise Becze	Paraprofessional(s) <i>(required)</i>
Rafael Oganessian, Sandi Goett, Michaela Ortiz	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
SOT meeting	5/17/23	Act 3- Reviewing our Journey
SOT meeting	10/19/2023	Status Check 1
SOT Meeting	1/18/2024	Status Check 2



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
	<p>MAP Data SBAC Data WIDA Data</p>	<p>District Wide Survey Data Social Emotional Survey</p>	<p>Admin. Walk through data Admin. Observations Lesson & Long Range Plans PL @ school and district</p>
Data Reviewed	<p><i>Areas of Strength: Percent of students meeting projected growth in MAP Math increased from Fall 2021- Fall 2022 Consistent use of supplemental materials to build fact fluency. Spring 2023: Digging deeper into our math data, we found that in the general education classroom that 62% of our kindergartners are exiting on grade level. Spring 2023: Small group data through observations and PLC discussions identified a lack of differentiation in math and few to no math stations on a consistent basis.</i></p>		
	<p><i>Areas for Growth: Using targeted data reports for instruction to increase student growth Using rigorous math assessments that are at the correct level of grade level standards. Grades are not reflective of standards. Spring 2023: Beatty is consistently showing a higher percent of students showing growth in Winter (55.98%) as compared to Spring (46.31%)</i></p>		
Problem Statement	<p><i>Beatty math growth is below the district and state. Beatty is consistently showing higher growth in the winter than in the spring on MAP Growth. 2022-2023 Winter and Spring Data: K: S: 70.37%, W: 43.86%, 1st: W: 55.88%, S: 47.83%, 2nd: W: 53.16%, S: 58.97%, 3rd: W: 46.15%, S: 30.43%, 4th: W: 58.82%, S: 46.27%, 5th: W: 51.52%, 50.51% *Fewer than 11.53% of our ELs achieved as measured by SBAC ELA and Math *ELs do not have the opportunity to speak and write about content learning at an academic level as noted in our lack of small groups to allow for academic discussions on appropriate levels.</i></p>		



Critical Root Causes	<p>*For all students, including ELs, there continues to be inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards paired with the mathematical practices which included rigor, manipulatives and meaningful discourse. There has been inconsistent use of strategies to maximize student engagement during instruction. The use of differentiated instruction that targets student-specific instructional needs. Lack of time spent on vertical alignment across the grade levels. If the grade level above can share the academic struggles of their students then each grade level below can have a focus for the next school year. Lack of data collection through formative/ summative assessments with analysis. Lack of instruction in the Math Practices in the application of the content standards. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade- level content.</p> <p>*For all students, including ELs, there continues to be inconsistent use of Tier 1 instruction that was aligned with the Nevada Academic Content Standards paired with the mathematical practices which included rigor, manipulatives and meaningful discourse. There has been inconsistent use of strategies to maximize student engagement during instruction. The use of differentiated instruction that targets student-specific instructional needs. Additionally, students have had a lack of opportunities throughout the day for extended discourse on grade-level content. Lack of math stations and/or activities that will develop students' math knowledge at a differentiated level.</p>
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Part B

Student Success	
<p>School Goal: Increase the percent of all students meeting their projected growth (Percent met projection) in Math based on Spring 2022-2023 growth of 46.3% to 56% (Spring to Spring 2023-2024) as measured by MAP Student Growth Summary Report.</p> <p>*(Achievement Levels from minimal understanding to partial understanding) Increase the percent of all students in Math from 32% to 40%</p>	<p>Aligned to Nevada's STIP Goal: 3</p>
<p>Improvement Strategy: Engage teachers in professional learning of the mathematical practices and application in their classroom. Ensure students have Tier 1 math instruction based on the NVACs. Ensure math assessments are aligned with standards through the use of the district provided testing bank.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none">● Continue to increase the amount of students who meet their projected growth on Spring MAPs.	
<p>Action Steps:</p> <ul style="list-style-type: none">● 6/23 - adjusting our practices to include small group instruction and math stations.<ul style="list-style-type: none">○ Classroom teachers will add differentiation through PBL and stations in math and ELA on a daily basis○ Math Strategist: Adding deeper, meaningful instruction through PL by math coach. (Math coach attended district lead PL and is training the staff) during a six week rotation.○ Classroom teachers will use assessments at rigor of standard through use of district testing bank on an as planned basis.○ Classroom Teachers/ Strategists will analyze data on assessments within two weeks of grading.○ Admin/ math strategist will calendar meetings with the math coach every six weeks to monitor progress and make corrections as needed.● 10/10/23<ul style="list-style-type: none">○ Our next step is for the leadership team to observe classroom instruction and provide constructive feedback to all teachers individually to help enhance the mathematics instruction.	



- Teachers next steps will be using supplemental resources to differentiate learning for students and continue to work on stations to add additional differentiation for learners.
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- For our ELs, we will need to develop small EL groups based on their WIDA levels. In these groups we will work on using the Flashlight 360 to expand their expressive language skills (speaking and Writing). We will be observing classrooms for discourse and ELL strategies, then providing feedback to teachers with their level of effectiveness.
- 1/18/24
 - Math coach has scheduled a six week math book study starting in February.
 - Classroom teachers will continue to look at their summative and their standard prior to starting to teach the unit.
 - We will increase the amount of time during PLCs to discuss data on assessments.
 - Weekly leadership meetings are held to monitor progress in both math and ELA.
 - Professional Development days will be given on 1/22/24 to specifically address the vocabulary instructional strategies.
 - A small group interventionist has been added to our staff. She pulls EL students five days a week to provide targeted intervention.

Resources Needed:

- PLC schedule
- Vocabulary Lesson Template
- Data Tracker
- The Common Core Companion: The Standards Decoded
- Tier II instruction schedule
- Sentence and Discourse level PL

Challenges to Tackle:

- Scheduling - Admin / Strategists will schedule all needed meetings well ahead to allow for proper planning and time.
- Time to complete data tracker - Data Tracker completion will be scheduled weekly on Friday mornings.
- Time to plan for each vocabulary lesson- CCSD clarity planner has included vocabulary in the pre-planned lessons.
- Implementation of sentence and discourse levels. Classroom teachers will add sentence and discourse levels to the clarity planners to ensure use in each lesson.

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

English Learners: Utilize EL strategies ULD Discourse structures including language support in curriculum, Kagan strategies and Whole Brain. Intervention groups for speaking and writing meet 30 minutes daily.

In addition to the school wide goal and considered [equity supports](#), Beatty Elementary has adopted the following Student Success Action Plan in alignment to AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: 6.6%



ELL Math Proficiency: 0%

ELL WIDA Met AGP: 33.3%

AB 219 Student Success Root Causes: As evidenced by SBAC ELA, SBAC Math, WIDA ACCESS data, classroom observations and PLCs the problem is English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of differentiated instructional practices that address ELLs' specific need of speaking and writing in order to apply those skills to content knowledge. Students need to be provided consistent opportunities to practice and apply the speaking and writing skills that they need in order to build upon foundational skills.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment**
 - Increase the percent of ELLs **proficient** in Math from 0% in 2023 to 10% by 2024, as measured by SBAC Math.
- **Language Arts Summative Assessment**
 - Increase the percent of ELLs **proficient** in ELA from 6.6% in 2023 to 16.6% by 2024, as measured by SBAC ELA.
- **Language Summative Assessment**
 - Increase the percent of ELLs **meeting Adequate Growth Percentile (AGP)** in English language proficiency from 33.3% in 2023 to 44% by 2024, as measured by the SBAC and reported on the NSPF.

AB 219 Student Success Improvement Strategy: *Teaching Academic Content and Literacy to English Learners in Elementary* (Source: WWC), 95 Phonics Core Program (1), A-Z Collections for Blended Learning (Learning A-Z)(1), Amplify Science (1), Exact Path (Edmentum) (3), enVisionMathematics Common Core 2020, Project-Based Learning (PBL) (3),

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Evidence Level 1*

AB 219 Student Success Action

- **Action Step [1]:**
 - Teachers will integrate oral and written English language instruction into content. Teachers will implement a variety of instructional activities to ensure that academic vocabulary words are taught across several days. Small-group instructional intervention will be provided to ELLs struggling in areas of literacy and English language development.
 - **Monitoring Plan:** Administration and strategists conduct monthly observations using Look Fors alternating content areas. Our team analyzes data, including what specific instructional strategies were used to meet ELLs' needs, in monthly one on one post conference meetings.
 - **Person Responsible:** Administration, teachers, and strategists

AB 219 Student Success Professional Learning



- **Professional Learning [1] for teachers:** *Site level professional learning will focus on Teaching Academic Content and Literacy to English Learners in Elementary (Source: WWC) and WIDA Key Uses to support differentiation of language development. Grade level professional learning will focus on ELD Standards Frameworks by content area. Individualized professional learning will support teachers' instructional strategies for both content and language through post conference discussions.*

Foster/Homeless: Counselor support as needed. Extra resources provided such as math manipulative, flash cards, books.

Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.

Migrant: N/A

Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap. ST Math online program to fill in gaps in learning.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in math and work collaboratively. ST Math online program to fill in gaps in learning.



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 notes/evidence SBAC data MAP data	Anecdotal evidence on school culture and climate Panorama Data Staff and family survey data Student growth and achievement data	PLC data School/staff schedules Anecdotal evidence on school culture and climate Panorama Data
	<i>Areas of Strength: PLC time has increased and has been focused on standard clarity planning and assessment rigor</i>		
	<i>Areas for Growth: PLC can improve at looking at student data on assessments and making instructional changes based on that data.</i>		
Problem Statement	We are not consistently using data to drive our instruction and when we do, we think that students aren't able to perform at the rigor of grade level standards so we teach down to students level.		
Critical Root Causes	Staff not using PLC time as data driven instructional planning time.		

Part B

Adult Learning Culture	
<p>School Goal: Increase the effectiveness of our PLCs from 50% (fall to 58% (winter) to 75% (spring) by 2023 as measured by PLC minutes and data collected by administration</p> <p>6/2023 revision: Assess our effectiveness of our PLCs on the basis of results rather than intentions. Grade levels will work interdependently to achieve one SMART goal that aligns with our school goal of increasing student MAP growth from 46% to 56% from spring to spring. The</p>	<p>STIP Connection: 2</p>



effectiveness of our PLCs will be measured by grade level SMART goals.

Improvement Strategy: Strengthen PLCs to ensure data and clarity planners are used to to plan instruction for all content area standards.
6/2023: Use SMART goals to show results of our PLCs.

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

Intended Outcomes: *Increased growth across content areas.*

Action Steps:

- PLC agendas and minutes will be maintained.
- PLCs will be focused on data analysis, common assessment work, standards work, instructional grouping work, intervention/enrichment differentiation of instruction work. During PLCs teachers will have discussions around one or more of these subjects.
- An administrator or strategist will be present at weekly PLCs. They will collect data to determine if PLCs are focused on one or more of these areas
- 6/2023 Change goal to include SMART goals across grade levels
 - 8/23: Grade levels will create “team SMART goals” to ensure the
 - focus is on improved results
 - Clarify how the achievement of the goal will be maintained, monitored and measured.
 - 8/23: Add math PLCs every six weeks to monitor the SMART goal process.
- 10/2023: 7th PLC prep-allows time for the grade level teams to analyze recent assessment data to make next step decisions, dive deep into lessons to discuss small group support, extensions and best instructional practices, and ensure instruction is meeting the rigor of the standard.
 - Substitute collaboration days:
 - Math strategist attends all PLC meetings
 - Kinder: Action Step: Focus on developing the knowledge of teen numbers that they are composed of ten ones and some more by using objects or drawings to compose and decompose numbers from 11 - 19 and record the number with an equation (i.e. $10 + 6 = 16$).
 - 1st: Action step: Focus on developing place value skills to work on getting students to one of the main year end goals of students adding within 100 (2-digit with 1-digit and 2-digit with multiples of 10).
 - 2nd: Action Step: Focus on developing place value skills support students achieving the main year end goals of students adding within 1000 (Add up to four two-digit numbers and adding, subtracting three -digit numbers with composing and decomposing tens or hundreds)
 - 3rd: Action Step: Focus on developing the understanding of properties and relationship of multiplication and division so that they meet the year end goal of using multiplication and division fluently to solve two-step word problems including all operations.



- 4th: Action Step: Focus on developing an understanding of fraction equivalence, addition and subtraction of fractions with denominators, and multiplication of fractions by whole numbers. (Numbers and Operations - Fractions)
- 5th: Action Step: Focus on developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (Numbers and Operations - Fractions)
- 1/2024:
 - Math coach has scheduled a six week math book study starting in February.
 - Classroom teachers will continue to look at their summative and their standard prior to starting to teach the unit.
 - We will increase the amount of time during PLCs to discuss data on assessments.
 - Weekly leadership meetings are held to monitor progress in both math and ELA.
 - Small-group instructional intervention will be provided to ELLs struggling in areas of literacy and English language development. Professional Development days will be given on 1/22/24 to specifically address the vocabulary instructional strategies. 1/24: A small group interventionist has been added to our staff. She pulls EL students five days a week to provide targeted intervention.

Resources Needed:

- *PLC schedule*
- *6th prep or prep buyout for all classroom teachers*
- *Data collection sheet that includes sub group evidence*
- *PLC agenda and minutes*
- *6/23: SMART goal template for Aug.*
- *6/23: "math prep" scheduled every 6 weeks*

Challenges to Tackle:

- *If/when the admin or coach is unable to be present. Data will be collected through PLC minutes.*
- *Narrow SMART goals*
- *Monitoring of SMART goals*
- *Goal requires students to learn at a high level*
- *Goals that require a team to work independently and demonstrate mutual accountability.*

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

English Learners: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

In addition to the school wide goal and considered [equity supports](#), Beatty Elementary has adopted the following Adult Learning Culture Action Plan in alignment to AB 219

AB 219 Data Reviewed



Classroom Observations

Understanding Language Development Professional Learning Participation

Quality Teaching of English Learners Professional Learning Participation

AB 219 Adult Learning Culture Root Causes: As evidenced by observations and Look Fors, the problem is ELLs have not yet developed speaking and writing skills necessary to meet proficiency in content areas. A root cause of low performance of English language learners in language proficiency and content achievement is due to a lack of differentiated instructional practices that address ELLs' specific need of speaking and writing in order to apply those skills to content knowledge. Students need to be provided consistent opportunities to practice and apply the speaking and writing skills that they need in order to build upon foundational skills.

AB 219 Adult Learning Culture Goals:

- **Instructional Design and Delivery**
 - Increase the percent of classroom observations that show evidence of **differentiated instruction** to assist ELLs in understanding skills and concepts from 25% at the end of semester 1 (2023) to 50% at the end of semester 2 (2024) as measured by the content Look Fors.
- **Professional Learning and Collaboration**
 - The percent of **Professional Learning Community (PLC) observations** where scaffolds and/or differentiation is discussed will be 20% at the end of semester 1 (2023) and 40% at the end of semester 2 (2024) as measured by the PLC Observation Tool.

AB 219 Adult Learning Culture Improvement Strategy: Professional Learning Communities (PLC) (3)

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

AB 219 Adult Learning Culture Action

- **Action Step [1]:**

Strategists/teachers will model effective strategies to meet the needs of ELLs and teachers will engage in Instructional Rounds to view the strategies. Teachers will engage in debrief with the administration and strategists to self select strategies to implement in their own classrooms. In follow up PLCs, teachers discuss implementation of the new instructional strategies. Instructional leaders will continuously develop the capacity of lead teachers. Our strategist has completed QTEL Institute and utilizes strategies to support teachers. Additionally our strategists and a kindergarten teacher are enrolled in Project Pueblo, which is an ELAD Master's Degree program.

 - **Monitoring Plan:** PLC notes reviewed 5 times per year, instructional rounds' observation and debrief data three times per year, continuing education of staff members will be reviewed (NEPF) once in the spring.
 - **Person Responsible:** Administration, strategists, teachers



AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for strategists and teachers: In order to effectively develop teachers' capacity, our instructional leadership team will meet weekly to plan for upcoming adult learning culture professional learning opportunities for teachers.

Foster/Homeless: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Free and Reduced Lunch: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Migrant: n/a

Racial/Ethnic Minorities: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.

Students with IEPs: PLC structure will ensure that conversations occur about what is and isn't working for all learners as well as specific student groups.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama data Districtwide survey data Beatty SEL Google Form	Districtwide survey data Staff and family survey data	Districtwide survey data Staff and family survey data
	<i>Areas of Strength: Students are meeting in class meetings to interact with one another and feel part of a community</i>		
	<i>Areas for Growth: Teachers need to use class meetings to help students solve problems and better manage their challenging feelings.</i>		
Problem Statement	During the pandemic the only interaction that many of our students had was through social media. The lack of in person social interactions has set our students back and is affecting their academics. They frequently feel challenging emotions and are unable to control them.		
Critical Root Causes	<i>The lack of social interactions during the pandemic has set our students back and is affecting their academics. 6/2023: Students continue to lack social interactions and effective ways to handle their emotions. There is not time in the school day to directly teach students how to deal with challenging emotional / social situations.</i>		

Part B

Connectedness	
School Goal: Increase the percent of students who feel empowered to handle their emotions from 50% (fall) to 53% (winter) to 56% (spring) by 2024 as measured by the SEL Google Survey (K-5).	STIP Connection: 6
Improvement Strategy: <i>Consistent use of class meetings, relationship building and positive office referrals.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 (2/22), 2 (6/23)	
Intended Outcomes: <i>6% increase of students who feel they can handle challenging emotions.</i>	



Action Steps:

- Panorama survey data is given 3 times a year during fall, winter and spring. School counselor will monitor the data.
- Teachers are going to reinforce the use of coping skills through student check ins during morning meetings daily.
- School Counselors will teach lessons in classrooms and hold groups to reinforce correct handling of challenging emotions.
- Will implement Class meetings into weekly instruction
- Will survey all students to better understand how they are handling challenging emotions.
- 6/23
 - 3-5 grade teachers will continue to give the Panorama survey
 - Counselor/ AP will revise Beatty Google form-
 - Classroom teachers will survey students three times per year
 - Classroom teachers/ admin / counselors will analyze survey to plan for whole group, small group and individual emotional needs.
 - Admin: Implement NEPF Professional Standard 5, Indicator 2 google form allowing for feedback from students on taking an active role in maintaining a safe/ positive learning environment.
- 10/2023
 - The staff needs additional training on class meetings and social-emotional curriculum that would be beneficial in planning and implementing class meetings, such as Stanford Harmony and ReThink.
 - Topic-specific lessons can be developed, tailored, and taught based on the needs of the classroom.
 - Regarding positive citations teachers can be provided more opportunities to complete positive referrals. (take Love it Notes to PLC, grade level, and staff meetings).
- 1/2024
 - SSA is working with chronically absent students to set up attendance plans focusing on the use of positive behavior incentives. Daily check-in and personalized goals are being set for each of the chronically absent students.
 - School-wide attendance incentives have been put into place, focusing on 95-100% of attendance for classroom rewards. Monthly perfect attendance incentives have been put into place. Raffle tickets for students with perfect attendance are given monthly, for an end-of-the-year raffle.
 - In October's Principal Pep Rally, 9 ELL students were recognized, in January's Principal Pep Rally 9 students were also recognized. From each time period, ELL students were recognized in across all categories (Trailblazer of the month, Respect/Integrity, Academic Achievement ELA, Academic Achievement Math and Academic Growth).

Resources Needed:

- 2023-2024 Resources needed
 - Morning meeting time: scheduled daily from 8:50-9:00
 - Panorama survey- distinct provided
 - SEL google Form- counselor to create and share with teachers
 - NEPF google form- admin to create and administer with students



- calendar of google form dates - admin to schedule.
- data dive dates - admin to schedule

Challenges to Tackle:

- Time for morning meetings
 - 6/23- scheduled 8:50-9:00
- Teacher implementation- scheduled ahead so that accountability can take place
- Training of staff for class meetings- Aug. SDD days and as needed throughout the year

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

English Learners: Utilize EL strategies including language support in curriculum, Kagan strategies and Whole Brain.

In addition to the school wide goal and considered [equity supports](#), Beatty Elementary School has adopted the following **Connectedness Action Plan in alignment to AB 219**

AB 219 Data Reviewed

Chronic Absenteeism for ELLs

AB 219 Connectedness Root Causes: As evidenced by chronic absenteeism data for ELLs, the problem is our ELLs cannot develop language and content knowledge when they are absent from school. A root cause of low performance of English language learners in language proficiency and content achievement is due to lack of consistent instruction, due to their absences, widening gaps in their understanding. Students and their families need incentivization to decrease the amount of absences.

AB 219 Connectedness Goals:

- Chronic Absenteeism/Behavior
 - Reduce the percent of ELLs **chronically absent** from 15.6% in 2023 to 10% by 2024, as measured by Chronic Absenteeism data from Focus Ed.

AB 219 Connectedness Improvement Strategy: Increase Attendance and Decrease Chronic Absenteeism with a Prevention Program

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *No evidence level*

AB 219 Connectedness Action

- **Action Step [1]:** Beatty will set up incentives on a biweekly, monthly, semester, and yearly basis. Biweekly, announcements and treats are provided for ELL students who have perfect attendance. Parents/families of ELLs will be invited to Monthly Principal Pep Rallies, semester, and annual students celebrations focusing on attendance, academic achievement and growth, and SEL character traits.



- **Monitoring Plan:** IC attendance data and grade data and teacher observations for SEL character traits data will be compiled biweekly, monthly, semester, and yearly.
- **Person Responsible:** School clerk, administration, and teachers

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for clerk and site:** *Our clerk will learn to pull data specific to ELLs. Daily announcements share PL on character traits.*

Foster/Homeless: Counselor support as needed.

Free and Reduced Lunch: Counselor support as needed.

Migrant: N/A

Racial/Ethnic Minorities: Counselor support as needed.

Students with IEPs: Special Education teachers and General Education teachers will be aware of emotional needs and work together to support 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)
Strategic Budget 23-24	3,969,813.00	Staffing, Instructional Support, LEXIA, ST Math, book studies, teacher collaboration, prep buyout , interventionist Student Success Advocate	Student Success Adult Learning Culture
At-Risk Students 23-24	\$293,468.54	Additional CSR Teachers Licensed/ admin stipend preparation periods	Student Success Adult Learning Culture
English Language Learners 23-24	\$109,621.05	Additional Teacher CSR	Student Success (AB 219)



		CTT to increase ELLs language development in speaking and writing	
Title III 23-24	\$1,850.00	Flashlight 360 EL web based program and PL for teachers to increase ELLs' language development in speaking and writing	Student Success (A B 219) Adult Learning Culture (AB 219)