

Washoe County School District
Archie Clayton Pre-A.P. Academy
2024-2025 School Performance Plan



Demographics & Performance Information

Nevada Report Card

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 (Add a link to the school's School Rating Report.)

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Comprehensive Needs Assessment

Revised/Approved: August 5, 2024

Student Success

Student Success Summary

- *Overall proficiency rates in ELA (40%) and Math (27%) are low.*
- *Overall “Catch Up” rates are low in ELA (16%) and Math (8%) are low.*
- *Overall “Catch Up/Keep Up” rates in Math (39%) and Math (25%) are low.*
- *There is a persistent opportunity gap in ELA proficiency rates for students identifying as*
 - *Asian (68% at or above),*
 - *White (48% at or above),*
 - *Hispanic (30% at or above),*
 - *African American (25% at or above),*
 - *Multiracial (42% at or above)*
 - *Pacific Islander (10% at or above)*
- *There is a persistent opportunity gap in Math proficiency rates for students identifying as*
 - *Asian (55% at or above),*
 - *White (38% at or above),*
 - *Hispanic (14% at or above),*
 - *African American (9% at or above),*
 - *Multiracial (29% at or above)*
 - *Pacific Islander (0% at or above)*

Student Success Strengths

- The percentage of students in the top two quartiles in both SBAC English Language Arts (ELA) and Math closely matches overall WCSD percentages.
- The percentage of students in the top three quartiles exceeds percentages both SBAC ELA and Math compared to similar schools in WCSD.
- Median Growth Percentile improved in Math for our school overall (+7% to 49%).
- Median Growth Percentile in Math improved for students on an IEP (+4 to 45) and students identified as English language learners (+17 to 55%).
- Overall proficiency in Math increased (+2 to 27%). Every grade level improved its proficiency percentage (6th = +2%, 7th = +4%, 8th = +1%)
- Clayton’s Gifted and Talented cohort continues to be high achieving 92% at or above standard in ELA and 90% at or above grade level in Math.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years. **Critical Root Cause:** 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 2 (Prioritized): Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend. **Critical Root Cause:** 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Adult Learning Culture

Adult Learning Culture Summary

Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics as areas of need (favorable rating percentage):

1. *Safety = 50%*
2. *Staff Collaboration = 46%*
3. *Student Behaviors = 19%*
4. *Parent involvement = 19%*
5. *Fairness and Respect 51%*

Adult Learning Culture Strengths

Based on the annual WCSD Staff Climate Survey, Clayton's staff rated these topics the highest (favorable rating percentage):

- *Expectation of Success = 73%*
- *Home-School Connections = 73%*
- *Social Emotional Learning = 71%*

Our staff has identified areas in which we improved as well. We demonstrated increases in favorable ratings in:

- *Parent Involvement = +7%*
- *Quality of WCSD = +30%*
- *Students Behaviors = +5%*
- *Work Stress = +10%*

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC planning and data discussion processes have been inconsistently implemented. **Critical Root Cause:** 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Connectedness

Connectedness Summary

Based on the annual WCSD Parent Climate Survey, Clayton's community rated these topics as areas of need (favorable rating percentage):

1. *School Fit = 41%*
2. *Learning Behaviors = 46%*
3. *Family Efficacy = 60%*
4. *Physical Safety = 66%*

Connectedness Strengths

Based on the annual WCSD Parent Climate Survey, Clayton's community rated these topics the highest (favorable rating percentage):

1. *Communication with School = 80% (+4%)*
2. *Quality of Education = 79% (+7%)*
3. *Relationships/Respect = 76% (+2)*
4. *Physical Safety = 66% (+16%)*

Ratings on the Climate Survey improved in seven out of eight topics.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students, families and the community partners do not have a clear way to engage and participate in our school community. **Critical Root Cause:** 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	Historically, we have provided families with "school nights" and parent club meeting opportunities. We also engage with families during our annual Title I meeting and family orientation days and back-to school nights. Our annual parent and student climate surveys have been invaluable in receiving feedback and engaging our community.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	<p>There are wide ranging issues that impact stakeholder engagement beginning with the challenges of navigating the educational system especially if the family is in of of basic assistance or if the learner is more than a year behind academically. We need to work to provide plans with incentives to overcome the patterns that replicate the lack of student engagement in school.</p> <p>We will focus on positive incentives and proactive approaches to engage our community. This includes home visits (Cub Visits), positive incentives for our student community for good attendance, consistent outreach to families and access to our school food pantry and other comprehensive community resources.</p>
<p>What has worked well in your previous engagement efforts?</p> <p>What might you do differently to increase or improve engagement moving forward?</p>	<p>We have see success in working with our re-engagement specialist and attendance officer in providing home visits and consistent follow-up for students not meeting our attendance requirements. Personalized plans for students and data tracking have also be instrumental in helping students build positive habits.</p> <p>This year we are adding positive texting program to communicate the benefits of engagement at school as well as monthly rewards that help incentives our goals.</p>

Stakeholder Engagement Strengths

In the 2023-2024 school year, we saw an increase in positive attendance for our school as a whole and all sub-populations. Students with <90%:

- Schoolwide = 29% (-12%)
- Asian = 10% (12%)
- Hispanic = 34% (-%)
- African American = 37% (-11%)
- White = 27% (-9%)
- Multiracial = 22% (-18%)
- Pacific Islander = 27% (-28%)

Problem Statements Identifying Stakeholder Engagement Needs

Problem Statement 1: Absenteeism has been high creating gaps in learning core content for student success in subsequent grade levels. **Critical Root Cause:** 1. Inconsistent follow-up to student absences. 2. Lower than expected student engagement in the classroom. 3. Inconsistent support for families with students that struggle to attend school. 4. Limited positive rewards for positive attendance.

Priority Problem Statements

Problem Statement 1: Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years.

Critical Root Cause 1: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend.

Critical Root Cause 2: 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC planning and data discussion processes have been inconsistently implemented.

Critical Root Cause 3: 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Students, families and the community partners do not have a clear way to engage and participate in our school community.

Critical Root Cause 4: 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Expenditures
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Special education
- At-risk
- EL
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By SBAC administration, student proficiency will increase ELA proficiency by 5% points for 2025. All sub-populations will meet or exceed the student school student growth percentile target of 51%. For 2025, this equates to an increase of 8% overall, 16% points for IEP students, and 10% points for EL students.

By SBAC administration, student proficiency will increase math proficiency by 5% points for 2024. All sub-populations will meet or exceed the student school student growth percentile target of 60%. For 2025, this equates to an increase of 11% overall, 15% points for IEP students and 5% points for EL students .

Students on projected proficient path for the school year will meet or exceed the 5% increase targeted for this school year in both English Language Arts (= 45%) and Math (= 32%)

Evaluation Data Sources: iReady Diagnostic (Middle of the Year - MOY)

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Implement iReady for diagnostics and academic intervention. * Provide professional development to understand data reports and lesson differentiation. * Implement lesson plans to increase efficacy of extra support and intervention class periods in the schedule. * Provide professional development and support to connect data to iReady student learning path and extra support. * Develop look-fors and key performance targets to monitor implementation. Formative Measures: Administrator diagnostic at the beginning, middle and end of the school year. Weekly walk-through observation and program data Position Responsible: Testing coordinator Core teachers Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1, 2	Status Check		
	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Our student proficiency results in literacy have been inconsistent and our students' growth trajectory is not on pace to catch up to proficiency within three years. **Critical Root Cause:** 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Problem Statement 2: Our student proficiency results in math are low and our students' growth percentile is inadequate to catch students up to proficiency based on a three-year trend. **Critical Root Cause:** 1. Misalignment of standards-based grading practices and assessments. 2. Limited/inconsistent data discussions as part of our PLC. 3. Inconsistent implementation of Tier 1 curriculum. 4. Limited implementation of instructional strategies to address gaps in learning and differentiation.

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, the majority of lessons, assignments and activities at Tier I will be aligned to grade level standards, with WCSD curriculum guidance documents and essential standards. Student work samples will show a 10% increase in the number of students meeting or exceeding standards with common criteria.

Professional Learning Community and continuous improvement processes are consistently implemented across departments and grade level teams.

Evaluation Data Sources: PLC note-taker to increase fidelity to the process.
Calendar denoting student learning and social emotional PLC dates.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Professional Learning Community Continuous Improvement Process * Calendar consistent PLC meetings that support academic and social-emotional goals. * Develop and adapt a PLC note-taker to increase fidelity to the process. * Provide common department planning time to create common criteria. * Identify criteria for success and provide feedback to departments on the process. Formative Measures: Calendar for PLC meetings Note-taker Feedback to departments Position Responsible: School Administration Middle School Instructional Leaders Grade Level Team Leaders Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: PLC planning and data discussion processes have been inconsistently implemented. **Critical Root Cause:** 1. PLC processes and expectations have been inconsistently implemented. 2. Expectations, support and professional development on instructional planning process are inconsistent. 3. Teachers are still in the learning process for new curriculum implementation.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: By the end of 2024-2025 the school year, Clayton Middle School will have opportunities for students (monthly) families and community (quarterly) to participate meaningfully in our educational community in support of our educational and social-emotional goals as measured by calendar, agenda and sign-in sheets.

Quarterly campus and family engagement activities meet targeted needs of students and families.

Evaluation Data Sources: School calendar with meetings and events scheduled.
Sign-in sheets for events and activities

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement Extracurricular Activities * Recruit parents to participate in parent council. In particular, identify and recruit parents that represent our entire community. * Develop a vision/mission for the parent council. * Provide calendar with consistent meetings for the parent council. * Engage student voice class in planning and proposing connectedness activities. * Utilize Parent University to provide content for family engagement events. Formative Measures: School calendar with meetings and events scheduled. Sign-in sheets for events and activities Position Responsible: Family Engagement Coordinator Student Groups This Strategy Targets: EL, Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Students, families and the community partners do not have a clear way to engage and participate in our school community. **Critical Root Cause:** 1. Inconsistent transitions from elementary schools. 2. Limited school calendar of events. 3. Lack of vision for community engagement. 4. Limited campus activities. 5. Limited parent club to assist in outreach

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

This plan is developed based on a range of data discussed regularly with our associate chief, English Language Development facilitator and coordinator, special education administrator, math coach and administrative team quarterly. We engage our middle school instructional leaders and grade level team leaders to review performance data and inform/adjust improvement processes monthly.

2.2: Regular monitoring and revision

We hold learning walks and debrief sessions at least twice monthly with our English Language Development facilitator and coordinator, special education administrator, math coach and administrative team. These walks provide the opportunity to determine the level of implementation of improvement strategies at the classroom level. We review school-wide data at least three times a year to adjust improvement strategies and professional development targets.

2.3: Available to parents and community in an understandable format and language

We review plans during our annual Title I meeting and monthly parent club meetings. Our plans are posted to our website and referenced regularly in our bi-weekly newsletter to families.

2.4: Opportunities for all children to meet State standards

Title I funds provide instructional and learning materials to all students. These materials allow students the opportunity to learn grade level content in the core content subjects. Funds are also utilized to provide laptops to access our district's Tier 1 online and digital curricula. We provide students with gaps in learning with the opportunity to catch-up to proficiency through targeted interventions with a title-funded teacher.

2.5: Increased learning time and well-rounded education

We maintain staffing and student scheduling to maximize core content learning time and intervention. Teachers are provided training to specifically address our goal to provide a positive learning environment to engage student in social-emotional learning and skill-building. This is supported through Crisis Prevention Institute professional development sessions.

2.6: Address needs of all students, particularly at-risk

Our most at-risk students have persistent gaps in their learning and demonstrate disengagement from school. Title I funds address the needs of these at-risk students (and our population at a whole) by providing an intervention teacher and family engagement stipends. Students are provided daily and weekly academic intervention. Staff, in partnership with families, review attendance data and develop engagement activities to build partnerships with all stakeholders.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

We schedule an annual Title I meeting to review our plan with parents. In addition, we develop a parent accord with staff and families. Our plans are posted to our website and

referenced regularly in our bi-weekly newsletter to families.

4.2: Offer flexible number of parent involvement meetings

We hold engagement activities during the evenings on and off campus to meet the needs of the majority of families. We engage our families during student orientation days during the summer.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marcy Bein	Intervention Teacher	General Education	1.0

Addendums

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:

School Name:	Archie Clayton Pre-AP Academy
District:	Washoe County School District
Principal:	Michael Martindale
	mmartindale@washoeschools.net
EL Specialist:	Ashley Hendrix
EL Specialist email:	Ashley.hendrix@washoschools.net

Root Cause Analysis

When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.

Student Success

Summative Assessment

- None of our students identified as EL were proficient on the ELA SBA in 2024, this is a 2% decrease when compared to 2023. EL students' proficiency in this area is 40% lower than our overall school proficiency.
 - EL students' median growth percentile on the 2024 SBA ELA assessment is 41, which is 2% lower than our school as a whole.
- None of our students identified as EL were proficient on the Math SBA in 2024, this remained unchanged when compared to 2023. EL students' proficiency in this area is 27% lower than our overall school proficiency.
 - EL students' median growth percentile on the 2024 SBA Math assessment is 55, which is 6% higher than our school as a whole.
- No students identified as EL exited services based on their ACCESS scores in 2024. This is decrease of 2% when compared to 2023.
- Overall performance by students identified as EL has declined for three consecutive years:
 - 2022 = 352
 - 2023 = 339
 - 2024 = 331

Formative Assessment

- None of our students in 6th and 8th grade students identified as EL scored "mid or above grade level" or "early on grade level" on the beginning of the year iReady Reading Diagnostic. All students identified as EL scored disproportionately lower than their grade level peers:
 - Sixth Grade
 - Mid or above grade level percentage: EL= 0%; Non-EL = 19%
 - Early on grade level percentage: EL= 0%; Non-EL = 14%

School English Learner Academic Achievement Plan

- One grade level below percentage: EL= 4%; Non-EL = 20%
- Two grade levels below percentage: EL= 4%; Non-EL = 21%
- Three or more grade levels below percentage: EL= 92%; Non-EL = 27%
- Seventh Grade
 - Mid or above grade level percentage: EL= 5%; Non-EL = 15%
 - Early on grade level percentage: EL= 5%; Non-EL = 16%
 - One grade level below percentage: EL= 0%; Non-EL = 21%
 - Two grade levels below percentage: EL= 5%; Non-EL = 12%
 - Three or more grade levels below percentage: EL= 85%; Non-EL = 36%
- Eighth Grade
 - Mid or above grade level percentage: EL= 0%; Non-EL = 22%
 - Early on grade level percentage: EL= 0%; Non-EL = 13%
 - One grade level below percentage: EL= 0%; Non-EL = 17%
 - Two grade levels below percentage: EL= 14%; Non-EL = 7%
 - Three or more grade levels below percentage: EL= 86%; Non-EL = 40%
- None of our students identified as EL scored “mid or above grade level” or “early on grade level” on the beginning of the year iReady Reading Diagnostic. This was disproportionately lower than their grade level peers:
 - Sixth Grade
 - Mid or above grade level percentage: EL= 0%; Non-EL = 7%
 - Early on grade level percentage: EL= 0%; Non-EL = 18%
 - One grade level below percentage: EL= 13%; Non-EL = 36%
 - Two grade levels below percentage: EL= 21%; Non-EL = 16%
 - Three or more grade levels below percentage: EL= 67%; Non-EL = 22%
 - Seventh Grade
 - Mid or above grade level percentage: EL= 0%; Non-EL = 6%
 - Early on grade level percentage: EL= 0%; Non-EL = 17%
 - One grade level below percentage: EL= 14%; Non-EL = 29%
 - Two grade levels below percentage: EL= 5%; Non-EL = 17%
 - Three or more grade levels below percentage: EL= 81%; Non-EL = 30%
 - Eighth Grade
 - Mid or above grade level percentage: EL= 0%; Non-EL = 11%
 - Early on grade level percentage: EL= 0%; Non-EL = 9%
 - One grade level below percentage: EL= 7%; Non-EL = 28%
 - Two grade levels below percentage: EL= 13%; Non-EL = 12%
 - Three or more grade levels below percentage: EL= 80%; Non-EL = 40%

School English Learner Academic Achievement Plan

<p><i>Adult Learning Culture</i></p>	<ul style="list-style-type: none"> Professional development sessions relating to strategies for students identified as EL were provided on <ul style="list-style-type: none"> 10/11/2024: Topics included assessment data dive and introduction of procedures and systems for student discourse. 11/5/2024: Topics included a review of procedures and systems for student discourse and planning time to implement these strategies in instruction. Formative classroom observation data indicate that EL students are not provided with the opportunity to process, discuss and respond to classroom content they are asked to learn. <ul style="list-style-type: none"> 4/26 classroom observed on 10/13/2024 implemented clearly defined procedures for student discourse and identified a system for all students to contribute. 4/13 classroom observed on 10/30/2024 implemented clearly defined procedures for student discourse and identified a system for all students to contribute.
<p><i>Connectedness</i></p>	<ul style="list-style-type: none"> There are limited opportunities for Spanish-speaking families to engage in meaningful conversations at our school. Most connectedness events are related to activities and English-dominated conversations/topics. This year, our counseling department connected with Aca Entra Nos, an organization of professionals that support the Hispanic community in their native language. The goal is to better connect this community with and create a pathway of support to educational, health, and mental health resources.
<p><i>English learner Achievement Root Cause Analysis Summary</i></p>	<ol style="list-style-type: none"> Lack of clarity in expectations for learning (criteria for success). Limited/inconsistent data discussions as part of our PLC. Limited implementation of instructional strategies to address gaps in learning and differentiation related to language and vocabulary.
<p><i>English Learner Achievement Problem Statement</i></p>	<p>Our student proficiency results, and exit rates are disproportionately low and our students' growth trajectory is not on pace to catch up to proficiency within three years.</p>

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

<i>SMARTIE Goal #1</i>	By the end of the 2024-2025 school year, instruction in all classrooms will include a procedure for all students to practice using academic language (in ELA and Math) with peers.
<i>Performance Objective</i>	<p>Summative Measure:</p> <ul style="list-style-type: none"> ✓ After the 2025 administration of ACCESS, two percent of students will score 4.5 or higher on the overall score. ✓ After the 2025 administration of ACCESS, our average Speaking score will increase by 0.5 points. That equates to an average score of 3.2 points. <p>Formative Measure:</p> <ul style="list-style-type: none"> ✓ After the Middle of Year (MOY) and End of Year (EOY) iReady diagnostic assessment in reading and math, EL students will demonstrate 50% progress toward annual typical goal and 50% progress toward annual stretch growth goal (respectively).
<i>Strategies for APO/Goal</i>	<ul style="list-style-type: none"> ▪ Provide feedback to staff through monthly Learning Walks. ▪ Provide specific professional development sessions to teach strategies for implementation. ▪ Provide written description of. Strategies for implementation. ▪ Provide iterative coaching cycles for staff to implement procedures and systems for student discourse.
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> ○ Deliver professional development (8/2024; 10/2024; 11/2024; 1/2025; 3/2025; 5/2025). ○ Calendar and coordinate staff for monthly learning walks. Give teacher systematic feedback. ○ Plan pay-to-stay professional development to help planning for student discourse. ○ Identify staff for individual coaching cycles with ELD facilitator.
<i>Position Responsible</i>	<p>ELD Facilitator EL Teacher Assistant Middle School Instructional Leaders Administrators</p>
<i>SMARTIE Goal #2</i>	By the end of the 2024-2025 school year, instruction in all classrooms will include a system that requires all students to be accountable for content-related answers (in ELA and Math) and gives students an equal chance to share their thinking with the class or with the teacher
<i>Performance Objective</i>	<p>Summative Measure:</p> <ul style="list-style-type: none"> ✓ After the 2025 administration of ACCESS, two percent of students will score 4.5 or higher on the overall score. ✓ After the 2025 administration of ACCESS, our average Speaking score will increase by 0.5 points. That equates to an average score of 3.2 points. <p>Formative Measure:</p>

School English Learner Academic Achievement Plan

<i>Strategies for APO</i>	<ul style="list-style-type: none"> ✓ After the Middle of Year (MOY) and End of Year (EOY) iReady diagnostic assessment in reading and math, EL students will demonstrate 50% progress toward annual typical goal and 50% progress toward annual stretch growth goal (respectively).
<i>Action Steps for Strategies</i>	<ul style="list-style-type: none"> ▪ Provide feedback to staff through monthly Learning Walks. ▪ Provide specific professional development sessions to teach strategies for implementation. ▪ Provide written description of. Strategies for implementation. ▪ Provide iterative coaching cycles for staff to implement procedures and systems for student discourse.
<i>Position Responsible</i>	<ul style="list-style-type: none"> ○ Deliver professional development (8/2024; 10/2024; 11/2024; 1/2025; 3/2025; 5/2025). ○ Calendar and coordinate staff for monthly learning walks. Give teacher systematic feedback. ○ Plan pay-to-stay professional development to help planning for student discourse. ○ Identify staff for individual coaching cycles with ELD facilitator.
	<p>ELD Facilitator EL Teacher Assistant Middle School Instructional Leaders Administrators</p>