Washoe County School District

Sun Valley ES

School Performance Plan: A Roadmap to Success

Sun Valley 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 October 15, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ashley Oliveira	**Principal(s)** *(required)*
Ryan A. Smith	**Other School Administrator(s)** *(required)*
Theresa Breitmeyer (K), Kelly Wilson (1st), Olga Quiroz (2nd), Alanna Mayo (3rd), Candance McGraw (4th), Ale Vazquez (5th), Jessica Freda (ELL)	**Teacher(s)** *(required)*
Odalis Marquez (FACE Liaison)	**Paraprofessional(s)** *(required)*
Violeta Espino-Lopez	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
Click here to enter text.	**Tribes/Tribal Orgs** *(if present in community)*
Sherry Coops, Learning Facilitator	**Specialized Instructional Support Personnel** *(if appropriate)*
Click here to add additional members.	Click here to add their role.

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 [NSPF Report for SUN VALLEY ELEMENTARY - Nevada Accountability Portal](#)*.*

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
Our students like being here and staff enjoy being here for our students; the fact that our teachers care so much about our students supports their success - District Student Climate Survey indicates strong school SEL in general; Relationship Skills: 69% (increase of 3, WCSD: 68%) Responsible Decision Making: 67% (increase of 7, WCSD 74%) Self-Awareness of Emotions: 68% (increase of 7, WCSD 68%) Self-Awareness of Self Concept: 61% (increase of 8, WCSD 70%) Self-Management of Goals: 55% (increase of 7, WCSD 57%) Self-Management of Schoolwork: 55% (increase of 9, WCSD 54%) - ACCESS showed growth from 2020 to 2022 (98.4 points when added), despite COVID - Our site has a strong focus on EL students; our staff recognize that our EL students are important - ACCESS exit rate is similar or higher than pre-COVID (about 50%) - Student climate survey reports that students get along with their teachers (94%) - Our school/staff did an excellent job supporting students learning and well-being during COVID shutdown - Our families trust us	- ACCESS speaking domain (when added for all students, 2020 to 2022 speaking level growth was -24.2). - District Student Climate survey indicates that Self-Management of Emotions (48%, WCSD: 52%), getting past frustration (40%), and staying calm (34%, decrease of 13 since last survey) are areas of growth - Supporting families with continuity of language/learning from classrooms to home (behavior, etc.) and helping them to understand what SEL is and how it can be implemented at home - MAPs growth from Spring to Fall, and from Fall to Spring (see problem statement) - SBAC AGP: 2019: 44% (WCSD: 54%) 2021: 31% (WCSD: 57%) 2022: 32% (WCSD: 51%) - Students identified as EL are not performing as well as their peers on SBAC: 2019: 32% (WCSD: 27%) 2021: 18% (WCSD: 23%) 2022: 24% (WCSD: 29%) - On the District Student Climate Survey, 67% of students responded favorably for SEL Responsible Decision making skills whereas the WCSD average is 74%

	- On the District Student Climate Survey, 61% of students responded favorably for SEL Self-Awareness of Self Concept whereas the WCSD average is 70%.
	- On the District Student Climate Survey, 48% of students responded favorably for SEL Self-Management of Emotion (increase of 1) whereas the WCSD average is 52%.
	- On the District Student Climate Survey, 55% of students responded favorably for SEL Self-Management of Goals whereas the WCSD average is 57%.
	- On the District Student Climate Survey, 67% of students responded favorably for SEL Social Awareness (decrease of 3) whereas the WCSD average is 75%.

Problem Statement: Student MAP scores in reading declined during the 2021-2022 school year from the winter testing session to the spring testing session.

1st Grade: In the Fall of 2021, 25.2% of students achieved at or above the 40th percentile, whereas by the Spring of 2022, only 12.4% of 1st graders scored at or above the 40th percentile (decrease of 12.8).

2nd Grade: In the Fall of 2021, 34.2% of students achieved at or above the 40th percentile, whereas by the Spring of 2022, only 23.2% of 2nd graders scored at or above the 40th percentile (decrease of 11).

3rd Grade: In the Fall of 2021, 25.9% of students achieved at or above the 40th percentile, whereas by the Spring of 2022, only 24.4% of 3rd graders scored at or above the 40th percentile (decrease of 1.5).

Critical Root Causes of the Problem:
- Students experience testing fatigue in the second semester.
- Staff experience testing fatigue by the end of the school year, often resulting in teachers not reteaching test preparation strategies with the same rigor as earlier in the year.
- Staff may make assumptions that students don't need additional opportunities to reorient themselves to the MAP test, including format, tools and types of questions students are likely to encounter.
- Knowing that student stamina is diminished by the end of the year, staff and teachers recognize a need to create incentives to encourage students to finish the year strong.
- Results on district student climate survey items such as student self-regulation of emotions, self-management

of emotions, getting past frustrations, getting through difficult challenges, and staying calm were all lower than the previous year.

- Improving such SEL skills are likely to result in higher test scores.
- Need for additional or deeper understanding around language acquisition and the explicit teaching of academic language across all content areas.

Student Success

School Goal: By the end of the 2022-2023 school year, Spring reading MAP test scores will increase for all test takers such that at least 40 percent of test takers will score at or above the 40th percentile

Formative Measures:
- MAP
- Walkthrough Data
- Student Climate Surveys
- Staff Climate Surveys
- Continued weekly PLCs that focus on data and student achievement

Aligned to Nevada's STIP Goal:
- ✔ STIP Goal 1 ☐ STIP Goal 2
- ✔ STIP Goal 3 ☐ STIP Goal 4
- ☐ STIP Goal 5

Improvement Strategies: Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD; Improve and calibrate schoolwide pre-test instruction and support of students; Engage all students in personal goal development around their MAPs achievement/growth.	Lead: *Who is responsible for implementing this strategy?* **Principal, Assistant Principal, Learning Facilitator, EL Teachers, Teachers**
Evidence Level: Tier 3 - Promising Evidence	
Action Steps: *What steps do you need to take to implement this improvement strategy?* - Develop a checklist for all teachers to use prior to each testing session for continuity and alignment of pre-MAPS and SBAC test preparation and support strategies for all learners (use of MAPs practice assessments, share MAPs practice assessment link with families, support young learners in computer use skills such as using a mouse, build stamina for students reading longer passages on a computer screen, teachers engage in 1:1 goal setting with individual MAP Student Reports prior to each MAP session). - Share strategies and supports with families to support students with at-home learning. - Determine incentives for students to earn when their MAPs goals are reached - Engage in MAPs data dives during PLCs; have teachers identify their students not meeting proficiency and set SMARTIE goals each testing session. - Focus on academic language during PLCs - WIDA Overview PL on Language Acquisition - Planning time to develop charts and resources to make input more comprehensible	
Resources Needed: *What resources do you need to implement this improvement strategy?* - Funding allocated for PBIS incentives for students making growth on MAPs - GLAD training opportunities for staff/GLAD refresher for previously trained staff - ELLevation platform - ELD team to come to SVES for WIDA Overview PL on Language Acquisition - Walkthrough form to collect data against GLAD and ELLevation strategies being used in classrooms, language acquisition support practices in classrooms, etc.	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* *Implementation Challenge:* Time for teacher training and learning, funding for incentives *Potential Solution:* EL and/or LF team to support teaching while teachers pull students for goal setting, allocate a Wednesday PD day to WIDA PD and Language Acquisition PD for teachers	

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- PBIS incentive fund

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* These students need more time to grow in input and output of language
- *Support:* ELL Team, Tier 1 explicit language instruction, ELLevation and GLAD strategies, increased opportunities for students to produce language (increase student: teacher talk ratio during all instruction), support families in understanding the MAPs assessment and how they can support language at home, explicitly support academic language and test taking language in the classroom for EL students.

Foster/Homeless:
- *Challenge:* Family support at home to support learning in school. Basic needs being met are a priority.
- *Support:* Groups with School Social Worker and Counselor.

Free and Reduced Lunch:
- *Challenge:* NA
- *Support:* NA

Migrant:
- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* These groups historically underperform on assessments due to context of the assessment itself
- *Support:* Support families in understanding the MAPs assessment and how they can support at home, provide families with MAPs practice tests for home use.

Students with IEPs:
- *Challenge:* Many of our students on IEPs have difficulty with reading and language as well as processing and progress towards proficiency may be slower
- *Support:* Written supports in IEP such as small testing environment, Text to Speech, etc. will support these learners.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- In June site level survey, respondents answered favorably that "my administrators demonstrates solid understanding of effective teaching practices" and "my administrators cultivate a positive relationship among faculty at my school" (2 highest average numbers) - Respondents in the June site level survey indicated strong communication and organization from administration. - Staff are proud to work at this school (Staff Collaboration question #10, 88%, increase of 25) per the District Staff Climate Survey. - Administration supports parent communication; both the District Staff Climate Survey and June site level survey were	- On the District Staff Climate Survey Staff Collaboration section: feeling comfortable with raising concerns (question #6, 62%, decrease of 3). - Staff reported on the June site level survey a need to strengthen the PLC process - On the District Staff Climate survey Staff Collaboration section: feeling recognized and appreciated for good work (question #3, 61%, decrease of 14). - On the District Staff Climate survey Work Stress section: staff reported feeling tense, restless, or anxious (question #1, 33%, decrease of 17)

- on par with having to deal with situations with students are handled in a positive manner. - On the District Staff Climate survey in the Staff Collaboration section, staff responded that they feel supported by their administrator (question #7, 74%), they look forward to coming to this school every day (question #11, 79%) and feel there is a sense of teamwork among all school staff (question #1, 82%, increase of 19 from 2020). - In June site level survey, many teachers reported that school is working well in the area of positive culture.	- Only 34 staff members responded to the District Staff Climate survey and only 19 staff members responded to the June site level survey. - Only 21/34 staff members reported feeling comfortable raising issues and concerns that are important to them at school on the District Staff Climate Survey.

Problem Statement: More staff reported feeling burnt out (Work Stress question #2, 30% favorable, decrease of 18) in Fall of 2021 than in Fall of 2020 on the District Staff Climate Survey.

Critical Root Causes of the Problem:
- Last school year, Sun Valley experienced a transition in administration in December of the first semester.
- The lack of/transition in administration caused a deficit in organizational structures, which left staff feeling uncertain and anxious about professional expectations.
- From the Fall of 2020 to the Fall of 2021, there was a 14 percent decrease on the District Staff Climate Survey item "Staff at my school are recognized and appreciated for good work"; a 62 percent favorability score on the item "I feel comfortable raising issues and concerns that are important to me at my school"; and just 30 percent favorability scores on the items "I feel tense, restless, or anxious at work" and "I feel burnt out."

Adult Learning Culture

School Goal: By the end of the 2022-2023 school year, staff attitudes about collaboration will increase from 74% to 80% and staff feeling tense, restless, or anxious at work will increase from 33% favorability to 50% favorability as measured by the District Staff Climate Survey. **Formative Measures:** - Quarterly site level surveys	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ✔ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 6

Improvement Strategy: Implement weekly grade level PLCs during which teacher teams come together for collaboration and develop instructional supports for students based on data; Implement quarterly Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels; Provide opportunity for 1:1 teacher/admin meetings once per semester for collaboration between staff and administration and sharing of needs and ideas. **Evidence Level:** Tier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Continue with implementation of weekly grade level PLC model to support grade level collaboration • Schedule quarterly vertical meetings to support collaboration • Survey staff on what they would like to share/discuss during vertical team meetings • Send out calendar sign up for staff to schedule voluntary 1:1 meetings with administrative team • Plan for the sharing of the SPP from Site Leadership team, to teachers, and to parents to ensure common understanding and commitment to school goals • Develop and deliver quarterly site level survey • Implement staff wide PBIS; staff high paws, prizes, raffles, celebrations of staff work • Fundraise for staff incentive fund **Resources Needed:** *What resources do you need to implement this improvement strategy?* • PD calendar which allows for time for vertical teams to meet once per quarter • Master schedule that allows for weekly grade level PLCs • Schedule for 1:1 admin meetings • Funds, incentives, and prizes for staff raffles and celebrations • Curriculum/standards bridging for vertical teams; unpacking essential standards for Vertical Meetings **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Time for quarterly verticals, time for 1:1 meetings • *Potential Solution:* Use 1 Wednesday PD per quarter for vertical meetings, use a roving sub for 1:1 meetings or use November 8 PD day as opportunity for 1:1 admin meetings	**Lead:** *Who is responsible for implementing this strategy?* **Principal, Assistant Principal, Learning Facilitator, Teachers**

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Staff incentive fund
- Roving PD sub

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Ensuring that EL families understand the SPP/school goals and focus
- *Support:* Share SPP in parent friendly language during Coffee & Conversations event

Foster/Homeless:
- *Challenge:* Securing "buy in" on the SPP/school goals with guardian
- *Support:* Solicit feedback from guardians of all students; work closely with foster parents to support their learner and their understanding of the SPP/school goals

Free and Reduced Lunch:
- *Challenge:* NA
- *Support:* NA

Migrant:
- *Challenge:* NA

- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* Ensuring that EL families understand the SPP/school goals and focus
- *Support:* Share SPP in parent friendly language during Coffee & Conversations event

Students with IEPs:
- *Challenge:* NA
- *Support:* NA

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Students reported feeling that it was easy getting along with their teachers (Relationship Skills, question #6: 94%, increase of 9) on the District Student Climate Survey. - Students reported feeling that it was easy knowing the emotions they feel (Self-Awareness of Emotions, question #2, 85%, increase of 14) on the District Student Climate Survey. - Attendance rates improved: 20-21: 26.91% of students were chronically absent 21-22: 16.83% of students were chronically absent - Students reported feeling happy to be at this school (Student Engagement, question #4, 81%, increase of 4) on the District Student Climate Survey. - Students reported feeling that their teachers care about them (Adult Support, question #6, 93%, increase of 10) on the District Student Climate Survey.	- Student perception of bullying decreased significantly (overall Bullying score: 47%, decrease of 15) on the District Student Climate Survey. - More consistent practices around behavior data collection (minor and major behavior referrals) - Students reported with only 51% favorability, a decrease of 14, on "Students respect one another" on the District Student Climate Survey (Student Respect, question #3). - Attendance points only earned 4/10 for the school on the Nevada School Performance Framework Scoring (approximately 17% of students were chronically or severely chronically absent) for the 2021-2022 school year.

- Lions Club helped support some young boys at the site in the Spring.	

Problem Statement: From 2020 to 2021, there was a significant decrease in favorable student responses to bullying and student respect items on the District Student Climate Survey.
"Students respect one another": 51% favorability, decrease of 14 (Student Respect, question #3).
"Students at this school are often bullied": 45% favorability, decrease of 13 (Bullying, question #1).

Critical Root Causes of the Problem:
- - During the transition in school administration during the 2021-2022 school year, there was a lack of reliability in behavior data collected. This lack of data likely resulted in less staff attention dedicated to addressing student climate and community.
  - The pandemic forced students into isolation and, for a period of time, forced students to remain socially distanced. Such isolating practices limited students' social experiences and the teachable moments that come with those social experiences. Further, those same isolating practices limited students' opportunities to build relationships and to foster a sense of school community.
  - Schoolwide, nearly 17 percent of Sun Valley students were chronically absent during the 2021-2022 school year. The number of missed days of instruction is actually even higher, as the previous data does not include the number of days a student was excluded for COVID-related reasons. Similar to the impacts the pandemic had on students' sense of school community, neither are chronically absent students likely to develop a sense of school community.
  - Staff noted that an area of growth for the year was to improve classroom management. Such an observation could be supported from the 2021 district student climate survey data which indicated only 63 percent of students responded favorably to the adult respect item "Teachers and staff at my school treat all students fairly."

Connectedness

School Goal: By the end of the 2022-2023 school year, student attitudes about the school community, including peer-to-peer respect and bullying, will increase by 20 percent on the District Student Climate Survey to 71% and 65%, respectively. "Students respect one another" (Student Respect, question #3): Currently, 51% favorability and will increase to 71% favorability. "Students at this school are often bullied" (Bullying, question #1): 45% favorability and will increase to 65% favorability. **Formative Measures:** • BIG Attendance Reports • Data collection from Lion's Club mentorship program	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 6

Improvement Strategy: Implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model.	Lead: *Who is responsible for implementing this strategy?* Principal, Assistant Principal, PBIS/Restorative Practices Committee, Counselor, School Social Worker, FACE Liaison
Evidence Level: Tier 2 - Moderate Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Explicitly teach the new schoolwide behavior expectations ("Be Safe, Be Respectful and Be Responsible") to all students and reinforce students meeting behavior expectations with "High Paws" using common language. • Calendar monthly opportunities for students to spend their High Paws (student store, free dress days, events, etc.) as well as provide ongoing opportunities in the classrooms for students to spend their High Paws on. • Roll out Attendance Competition to encourage and incentivize positive attendance behaviors in students. • Through weekly attendance meetings, administration will discuss students who are chronically absent, reach out to families to offer supports to mitigate obstacles in getting their child to school, and share with parents at the impact of positive attendance behaviors on their students' learning. • Calendar and facilitate quarterly Awards Assemblies to recognize students making growth, earning good grades, and excelling in SEL skills. • Calendar family events • Train staff on Restorative Practices; proactive and responsive practices **Resources Needed:** *What resources do you need to implement this improvement strategy?* • Restorative Practices & MTSS trainings (ongoing) from district • Time for Teacher PDs for Restorative Practices • Calendar of monthly High Paws spending opportunities, Awards Assemblies, Attendance Competition, and Parent/Family Nights • Funds for student incentives/prizes for Student Store, Attendance Competition, etc. • Printed High Paw booklets and funds for Print Shop **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Teachers using common language with PBIS expectations & lessons; consistency with new practices being implemented such as morning circles and providing explicit	

reteaching of behavior expectations throughout the school year/continued staff buy-in. Ensuring that staff understand that Restorative Practices does not replace consequences for misbehavior.
- *Potential Solution:* Ongoing recognition of teachers observed engaging in the ongoing implementation of PBIS and Restorative Practices throughout the school year; reinforcing one behavior expectation per month ("Be Safe September", etc.). Explicit training to teachers around Restorative Practices and what it is/is not.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- District funding provided to train Restorative Practices and MTSS Coaches team
- PBIS fund
- Staff incentives fund

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Ensuring that our newcomers understand the language of the schoolwide behavior expectations and the restorative practices protocols
- *Support:* Providing behavior expectation language in Spanish; provide translations to newcomers participating in Restorative Practices circles

Foster/Homeless:
- *Challenge:* Chronic absenteeism for this population of students historically has been higher than other subpopulations.
- *Support:* Weekly attendance meetings to stay in contact with students' home/guardians to offer supports, School Social Worker and Counselor to provide frequent check-in with CIT students

Free and Reduced Lunch:
- *Challenge:* NA
- *Support:* NA

Migrant:
- *Challenge:* NA
- *Support:* NA

Racial/Ethnic Groups:
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Track data around racial/minority status to determine if disparities exist.

Students with IEPs:
- *Challenge:* Ensuring that our students with IEPs understand the language of the schoolwide behavior expectations and the restorative practices protocols
- *Support:* Provide behavior supports through the IEP for those students to whom it would apply.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Back to School Backpacks and Shoes Event	8/11/2022	• Parents and students came to campus before the school year started to receive free shoes and backpacks as well as food and other school supplies provided by Summit Church. There was a very strong turnout of families and students and it can be inferred that our families care about ensuring that their children have what they need to be ready for the school year to begin.
Coffee & Conversations	8/25/2022	• Topic: Introduction to admin team, discussion about parent interests for upcoming C&C events/resources, discussion about parent concerns regarding traffic and parking in the community/school

Back to School Night/Title I information sharing	8/30/2022	• Parents continue to express concern around parking and traffic safety on and around campus, parents were excited to be welcomed back into classrooms for Back to School Night.
Coffee & Conversations	9/29/2022	• Topic: Discussion of new safety protocols on campus; new SVES resource Facebook page, upcoming conference week. Parents were largely supportive of the closing of the playground to adults before and after school in order to increase safety for students and staff on campus.
Coffee & Conversations	10/19/2022	• During 9/29/22 C&C event, parents expressed interest in learning how to use their voices to advocate for their students and for Sun Valley ES for the upcoming Facilities Modernization Rollout. On 10/19, families will be support in writing letters to express their concerns and desires for building upgrades to Sun Valley ES.

School: Sun Valley ES

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:
97% of EL students at SVES scored below proficiency on SBAC in both ELA/Literacy and Math in the 21-23 school year. 3% of EL students scored a 3 on both ELA and Math SBAC and 0% of EL student scored a 4.

Problem Statement:
97% of students identified as English Learners are not scoring in the proficient range (3 or above) on the SBAC exams in ELA and Math

Critical Root Causes:
   a. Need for additional or deeper understanding and cohesion between assessment, planning, and instruction of Tier One content in all academic areas and the explicit teaching of the Features of Academic Language.
   b. Students demonstrate lack of focus and stamina on long state tests
   c. EL students require more academic vocabulary in English to perform well on these state assessments
   d. Students require additional opportunities to engage in language production

Goal:

The number of students identified as English Learners receiving a Level 2 or below on SBAC ELA and Math will decrease by 5%.

Improvement Strategy:

      a. Training on PLC Planning Tool for ELs by Department of ELD

      b. Implementation of tool during PLCs adding academic language questions to already established planner/note taker

      c. Continue use of Lexia for newcomers

Action Steps:

      a. Lexia English for Identified Focus Students

      b. ELLevation Training Modules

      c. ELLevation/Curriculum Alignment Tools for Elementary

      d. Go-To- Strategies books and trainings

      e. Newcomer Support

      f. GLAD Observation Opportunities through GLAD TOSA Cohort