

School Performance Plan

School Name
 PARADISE PROFESSIONAL DEVELOPMENT ES

Address (City, State, Zip Code, Telephone):
 900 COTTAGE GROVE AVENUE
 LAS VEGAS, NV 89119, 7027995660

Superintendent/Region Superintendent: Dr. Jesus Jara / Debbie Brockett

For Implementation During The Following Years: 2021-2022

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	2 Star
NCCAT-S:	Review

*1 and 2 Star Schools Only:	Please ensure that the following documents will be available upon request	<input checked="" type="checkbox"/> Use of Core Instructional Materials	<input checked="" type="checkbox"/> Scheduling	<input checked="" type="checkbox"/> Model School Visits
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Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Alejandro Matheu De Leon	Parent	Angelique Beanland	Parent
Delbert Jones	Parent	Annemarie Stover	Principal
Jo. Anna Grant	Assistant Principal	Donna Seals	Librarian
Aisha Albakri	Art Teacher	Mavis Holloway	Office Manager
Satyra Thompkins	Learning Strategist	Leana Smith	Behavior Strategist
Evan Hairston	STAR SPTA	Lissa Love	Intermediate Autism

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Achievement Gap Data	Achievement Gap Data
Interim Assessments	AMAOs/ELPA Analysis	Individualized Education Programs (IEP)
NA	NA	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

OVERVIEW

Demographic summary data indicates Paradise PDS maintains a diverse enrollment of approximately 464 students with 100% of the students qualifying for Free Reduced Lunch (FRL) and 49.9% transient. Paradise PDS is 51.94% Hispanic, 30.39% African-American, 7.11% Caucasian, 4.74% Asian, and 4.96% Multi-Racial. 13.79% of Paradise PDS students have an IEP. In addition, 27.5% of students are Limited English Proficient (LEP).

ANALYSIS OF DATA

Due to school closures from COVID, the 2019-2020 NSPF rating for Paradise PDS remained the same from the 2018-2019 school year. The 2018-2019 NSPF and 2017-2018 NSPF reflected that Paradise PDS is a Two-Star School. The 2016-2017 NSPF showed that Paradise PDS had increased in student achievement resulting in the school becoming a Three-Star School. The 2013-2014 NSPF previously indicated that Paradise is a 2-Star School that has room for substantial improvement in the area of student achievement with specific subgroup populations, including IEP and LEP. Paradise PDS increased to a Three-Star school during the 2016-2017 school year, but it had dropped in its overall score during the 2017-2018 year due to 74% of the staff (including administration) being new to Paradise PDS and CCSD.

The 2018-2019 SBAC data showed that 34.17 of students were proficient in reading with 23.5% of students being proficient in math. 5.88% of IEP students were proficient in reading, and 2.86% of IEP students were proficient in math. 18.75% of LEP students were proficient in reading with 13.75% of LEP students being proficient in math. According to 2017-2018 SBAC data, the overall perfect of students proficient in reading was 34.2% with proficiency among specific subgroups as follows: IEP 8.5% and 14.29% LEP. In math, 2017-2018 SBAC results indicate that 24.4% of students were proficient. 11.43% of IEP students were proficient in math, with 13.0% of LEP students being proficient in math as well. Spring 2017 SBAC data showed an increase in overall reading and overall math proficiency (38.9% and 25.9% respectively). Spring 2016 SBAC data reflected that 40.4% of students were proficient in reading while 23.1% of students were proficient in math.

POSITIVE STATEMENTS

While Paradise PDS did not increase its overall proficiency in ELA and math according to the 2018-2019 school year, it did maintain its overall proficiency despite two vacancies in fourth grade. Third grade increased in reading proficiency to 35.48% (an increase of 12.1%). Third grade also increased in math proficiency from 28.95% to 33.87% (an increase of 4.92%). Third grade's reading proficiency of 35.48% is the highest proficiency it has demonstrated since the 2015-2016 school year. During previous school years, third grade demonstrated 31.34% proficiency in SY 15-16, 30.38% proficiency in SY 16-17, and 23.38% in SY 17-18. Fifth grade also increased its math proficiency by 5.01% (from 15.58% to 20.59%). Fifth Grade students increased in science proficiency from 2.56% to 13.24% (an increase of 10.68%).

Asian students have increased in both reading and math proficiency since the 2016-2017 school year. During the 2016-2017 school year, Asian students were 41.67% proficient in reading. They then increased in reading proficiency to 70.59% proficient and 90.91% proficient during the 2017-2018 and 2018-2019 school years. In addition, Asian students increased in math proficiency

since the 2016-2017 school year as well. Asian students were 33.3% proficient in math during the 2016-2017 school year with an increase to 35.29% proficient (SY 17-18) and then 63.64% (SY 18-19).

African-American students have also increased in reading and math proficiency since the 2016-2017 school year. During the 2016-2017 school year, 21.95% of African-American students were proficient. This proficiency rate decreased to 14.29% proficient during the 2017-2018 school year, but African American reading proficiency then increased to 25.0% proficiency in the 2018-2019 school year. During the 2016-2017 school year, 12.5% of African American students were proficient in math. Proficiency then dropped to 4.88% proficient, but then increased to 19.44% proficient during the 2018-2019 school year.

AREAS FOR GROWTH

Reading Proficiency has declined since the 2016-2017 school year to the 2018-2019 school year: 38.86% to 32.23% to 34.17% (SY 16-17, SY 17-18, and SY 18-19 respectively). While third grade proficiency in reading has steadily increased, fourth grade reading proficiency has decreased since the 2016-2017 school year: 42.86% in SY 16-17, 36.76% in SY 17-18, and 27.54% in SY 18-19. Fifth Grade reading proficiency has also decreased slightly over the last three years from 43.84% proficient in the 2016-2017 school year to 39.71% proficient in the 2018-2019 school year.

Students with IEPs have also decreased in proficiency from 10.71% proficient in reading during the 2016-2017 school year to 5.88% proficient (while this difference is less than five percent—it is the difference of one student being proficient).

Math proficiency at Paradise PDS has consistently stayed around one-fourth of third, fourth, and fifth grade students being proficient in math: 25.88% proficient in SY 16-17, 24.43% proficient in SY 17-18, and 23.50% proficient in SY 18-19. In addition, approximately 13% of ELL students have maintained math proficiency: 13.51% proficient in SY 16-17, 12.99% proficient in SY 17-18, and 13.75% proficient in SY 18-19. IEP students have also demonstrated low math proficiency. While IEP math proficiency increased from 7.14% proficient in SY 16-17 to 11.43% proficient in SY 17-18, math proficiency then decreased to 2.86% in SY 18-19. Hispanic students have steadily decreased in reading and math proficiency since the 2016-2017 school year. During the 2016-2017 school year, 41.18% of Hispanic students were proficient in reading. During the 2018-2019 school year, 29.60% of Hispanic students were proficient. During the 2016-2017 school year, 25.0% of Hispanic students were proficient in math. During the 2018-2019 school year, 19.05% of Hispanic students were proficient in math.

While overall WIDA proficiency increased to 16.88% (an increase of 6.77%) between the 2017-2018 and 2018-2019 school year, WIDA proficiency decreased to 15.97% in the 2019-2020 school year. The Paradise PDS' WIDA AGP was 64.2% in the 2018-2019 school year. The Spring 2020 WIDA AGP for Paradise PDS was 47.8% (a decrease of 16.4%). The district AGP for the WIDA was 50.6% during the 2018-2019 school year. ELL students have also shown an increase in reading proficiency since the 2016-2017 school year moving from 18.92% proficient to 14.29% proficient (SY 17-18) to 18.75% proficient (SY 18-19).

WINTER 2021 NWEA MAP ASSESSMENT

The Winter NWEA Math MAP assessment indicates that 59% of kindergarten students are at/above the 40th percentile, 63% of first grade students are above the 40th percentile, 39% of second grade students are above the 40th percentile, and 34% of third grade students are above the 40th percentile. 20% of fourth grade students are above the 40th percentile while 30% of fifth grade students are above the 40th percentile.

The Fall NWEA Reading MAP assessment indicates that 68% of kindergarten students are above the 40th percentile, 50% of first grade students are above the 40th percentile, 40% of second grade students are above the 40th percentile, and 45% of third grade students are above the 40th percentile. 42% of fourth grade students are above the 40th percentile while 41% of fifth grade students are above the 40th percentile.

NOTE: Not all Paradise PDS students completed the NWEA MAP Math and Reading Winter Diagnostic due to distance learning.

FALL 2020 BASELINE ASSESSMENT DATA

Fall 2020 NWEA MAP Assessment

The Fall NWEA Math MAP assessment indicates that 44% of kindergarten students are at/above the 40th percentile, 45% of first grade students are above the 40th percentile, 16% of second grade students are above the 40th percentile, and 25% of third grade students are above the 40th percentile. 25% of fourth grade students are above the 40th percentile while 19.7% of fifth grade students are above the 40th percentile.

The Fall NWEA Reading MAP assessment indicates that 45% of kindergarten students are above the 40th percentile, 34% of first grade students are above the 40th percentile, 22% of second grade students are above the 40th percentile, and 45% of third grade students are above the 40th percentile. 38% of fourth grade students are above the 40th percentile while 38% of fifth grade students are above the 40th percentile.

i-Ready Fall 2020 Diagnostic Assessment

Students in grades K-5 were assessed in reading and mathematics using the i-Ready diagnostic assessment.

READING:

Kindergarten—54% of students are on grade level

First Grade—27% of students are on grade level

Second Grade—18% of students are on grade level

Third Grade—21% of students are on grade level

Fourth Grade—13% of students are on grade level

Fifth Grade—16% of students are on grade level

MATH:

Kindergarten—31% of students are on grade level

First Grade—31% of students are on grade level

Second Grade—9% of students are on grade level

Third Grade—9% of students are on grade level

Fourth Grade—3% of students are on grade level

Fifth Grade—6% of students are on grade level

NOTE: Not all Paradise PDS students completed the I-Ready Reading and Math Fall Diagnostic due to distance learning.

AREAS OF OPPORTUNITY

Student proficiency in ELA and math remains a main area of concern at Paradise PDS. Goal 1 in our previous School Performance Plan (SPP) was to increase proficiency in ELA from 34.17% to 49.5%. This goal was not met as only 29% of students in Grades K-5 were above the 60th percentile in reading on the NWEA MAP Winter Assessment. Goal 2 of our previous School Performance Plan (SPP) was to increase proficiency in math from 23.5% to 40.8%. This goal was not met as only 24% of students in Grades K-5 were above the 60th percentile in math on the NWEA MAP Winter Assessment. Though we did not meet our SPP goals, an increase was still observed in both math and ELA. As a result, we will continue the use of MAP assessment results and common grade level formative assessments that drive instruction, refining our PLC structures, and job-embedded professional learning supports for staff. We plan to monitor the usage and implementation of MAP and SBAC interim assessments more closely in the 2021-2022 school year. Goals and action steps address the above areas of opportunity.

PRIORITIZED NEEDS**Needs Still Exist**

Through the needs assessment conversation and analysis of data, Paradise PDS determined the needs previously identified during the full needs assessment conducted during the 2018-2019 school year as well as the ANet survey conducted during the 2019-2020 school year still exist. As we have not made the anticipated progress, action steps in the SPP have been updated to refine our efforts in addressing these needs.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:

All students will increase proficiency in English Language Arts from X% to Y% by 2022 as measured by state summative assessments (SBAC).

Root Causes:

Tier I instruction was not consistently implemented in grades K-5. Tier I/Tier II reading instruction inconsistently reflected effective teaching behaviors including Components of an Effective Lesson, CORE literacy components, and direct/explicit instruction to meet the needs of students and close skill gaps as determined by diagnostic data as well as the rigor of the grade level standard. More rigor is needed to elevate Tier I instruction across all grade levels to ensure the NVACs are being met. In addition, teachers are not consistently providing the appropriate scaffolds to provide access to grade level curriculum for all students. Grade level communication and planning through PLC and common grade level planning times did not consistently include in-depth data analysis.

Measurable Objective 1:

Increase the percentage of 3rd grade ELs who are on or above grade level in reading from X% to Y%, and 3-5 EL students from X% to Y% as measured by SBAC summative assessments (May 2022).

Measurable Objective 2:

Increase the percent of ELs meeting AGP from X% to Y% and the percent of ELs proficient in reading from X% to Y% by May 2022 as measured by ELPA.

Measurable Objective 3:

Increase the percentage of K-2 students from X% to Y% who are at or above the 60th percentile in reading by May 2022 as measured by the NWEA MAP Assessment.

Measurable Objective 4:

Increase the percentage of 3-5 students from X% to Y% who are at or above the 60th percentile in reading by May 2022 as measured by the NWEA MAP Assessment.

Measurable Objective 5:

Zoom Measurable Objectives: A. Pre-K (district specific) 1. By the end of the program period, 90% of Pre-K students attending for four or more months will meet, or exceed, the objectives for language and literacy development by age range, as measured by TSG. 2. By the end of the program period, 90% of Pre-K students attending for four or more months will score 80, or above, on the Brigance. B. Reading Center (district specific) 1. The percent of Grades 1-5 students attending the ZRC for four or more months and meeting WIDA AGP will exceed the percent of students meeting WIDA AGP not attending the ZRC. 2. The percent of Grades 1-5 students attending the ZRC for four or more months and meeting Measures of Academic Progress (MAP) Projected Growth will exceed the percent of students meeting MAP Projected Growth not attending the ZRC. C. Extended Day (school specific) 1. Increase the percentage of students proficient in English Language Arts (ELA) from X% to Y%, and in math from X% to Y% by May 2022, as measured by state summative assessments (SBAC). 2. Increase the percent of ELLs meeting WIDA AGP from X% to Y% by May 2022, as measured by WIDA AGP. D. Recruitment (school specific) 1. Increase the percent of teachers who received a recruitment and retention bonus and were retained at Zoom schools from 82.5% to 90%.

Monitoring Status
N/A

ACTION PLAN	MONITORING PLAN
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Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	
Instructional staff will attend site-based Professional development on the Nevada Academic Content Standards, Nevada Educator Performance Framework, Read by Grade 3 professional competencies, differentiated reading instruction (focus on Smarty Ants--Grades PreK to 2 and Achieve3000--Grades 3 to 5) and Imagine Learning blended learning intervention model, ELL reading strategies, close reading strategies, The Write Tools (close reading, informational text and narrative strategies), distance learning strategies, and data analysis of summative and formative assessments (including performance tasks as well as analysis of common grade level assessments). In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).	Paradise Learning Strategists (Zoom--\$264,616.53--emphasis on Read by Grade 3 and English Language Learner Success Advocates), Paradise RTI Team, Zoom Project Facilitators, Title III Funds (Write Tools PD--TBD), ANet Coach (funded by CCSD)	Staff Meeting/Professional Development Session/Collaboration Time Agendas, Sign-in Sheets, Professional Development training evaluations, PLC Meeting Notes, weekly common grade level formative assessment data, schoolwide formative assessment data (SBAC interim assessments and NWEA MAP Growth Assessment)	Administration and Learning Strategist will evaluate these artifacts monthly.	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.</p>	<p>Parenting Instructional Materials, licensed personnel, and support staff personnel (TITLE I \$2,153.85), Social Worker (funded by SB 515), FACES personnel, Snack Time with Books materials and personnel provided by Spread the Word Nevada, The Leader in Me (Strategic Budget \$6150), UNLV College of Education Zeiter Literacy Center Staff and Materials (Funded by the UNLV College of Education)</p>	<p>Parent Sign-In Sheets, Parent Meeting Training Evaluation Sheets, monthly Zoom parent newsletters, school communication flyers</p>	<p>Administration, Learning Strategists, the School Guidance Counselor, and the school Social Worker will evaluate these artifacts bimonthly</p>	<p>N/A</p>
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Comments:

<p>1.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>		
<p>Teachers will consistently pre-plan, implement, and self-evaluate effective teaching and learning behaviors in all lessons with specific emphasis on the following: objective/standard, student success criteria, relevancy, key vocabulary, gradual release, checking for understanding, engagement and closure. Learning Strategists and licensed teachers will work with Tier 2 and 3 students. All students (below grade level and on grade level) will receive small group differentiated instruction in alignment with their grade level NVACs, the NWEA MAP Assessment (grades K-5), and weekly formative assessment data. Grade levels will use the PDCA structure as a schoolwide PLC model. Students will utilize the Smarty Ants (Pre-K to Grade 2) and Achieve 3000 (Grades 3-5) online intervention reading program within a blended learning model in the classroom. Students in grades 3-5 will utilize myOn online reading curriculum to access grade level texts using close reading strategies during Tier 1 and Tier 2 small group time as well as in the Zoom Reading Center. Students with a WIDA score of 2.9 or below will utilize Imagine Literacy and Language to increase language and reading proficiency. Teachers will provide targeted intervention reading support based upon diagnostic assessment results to support on and below-grade level students as well as students meeting/exceeding standards. Teachers will actively use SBAC interim assessments and ANet standards-aligned assessments to ensure students are assessed to the rigor of the grade level standard. Teachers will also provide targeted reading and writing instruction using The Write Tools curriculum to support close reading strategies and writing across the curriculum (Site Budget-TBD). The ANet coach will work with school administration to lead grade level teams in long range planning of literacy curriculum units to ensure appropriate scaffolds are put in place for instruction. Long range planning units will focus on standard-task alignment to ensure students are engaged in instructional activities that meet the rigor of the grade level standard.</p>	<p>2 Learning Strategist (Zoom--\$176,411.02), 1 Ready by Grade 3 Learning Strategist (Zoom--\$88,205.51), 1 Fifth Grade Class Size Reduction Teacher (Title I--\$65,180) 1 Fourth Grade Class Size Reduction Teacher (Title I--\$68,957), i-Ready Curriculum (funded by Zoom),The Write Tools Training (Site Budget-TBD), ANet Coach (Strategic Budget--\$25,000)</p>	<p>Lesson Plans, RTI plans, Administration observations, Grade level PLC agendas and minutes, classroom walkthrough trend data</p>	<p>Administration, Learning Strategist, and Read by 3 Literacy Team will evaluate these artifacts monthly.</p>	<p>N/A</p>

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments (SBAC).

Root Causes:

Tier I instruction was not consistently implemented in grades K-5. Tier I/Tier II math instruction inconsistently reflected effective teaching behaviors including Components of an Effective Lesson and direct/explicit instruction to meet the needs of students and close skill gaps as determined by diagnostic data as well as the rigor of the grade level standard. More rigor is needed to elevate Tier I instruction across all grade levels to ensure the NVACs are being met. Staff members need additional support in understanding the three forms of rigor in mathematics instruction (conceptual understanding, procedural skills and fluency, and application). In addition, teachers are not consistently providing the appropriate scaffolds to provide access to grade level curriculum for all students. Grade level communication and planning through PLC and common grade level planning times did not consistently include in-depth data analysis of grade level and school wide formative assessments to determine student misconceptions as well as in-depth unwrapping of standards to analyze student success criteria and what student mastery looks like through standard-aligned student learning tasks.

Measurable Objective 1:

Increase the percentage of English Learners who are proficient in math from X% to Y% by May 2022 as measured by SBAC Assessments.

Measurable Objective 2:

Increase the percentage of K-2 students from X% to Y% who are at or above the 60th percentile in math by May 2022 as measured by the NWEA MAP Assessment.

Measurable Objective 3:

Increase the percentage of 3-5 students from X% to Y% who are at or above the 60th percentile in math by May 2022 as measured by the NWEA MAP Assessment.

Measurable Objective 4:

Increase the percent of students in K-2 meeting or exceeding the established growth target in math from X% (winter) to 80% (spring) by [April 2022] as measured by the MAP Growth Assessment.

Measurable Objective 5:

Increase the percent of students in 3-5 meeting or exceeding the established growth target in math from X% (winter) to 80% (spring) by [April 2022] as measured by the MAP Growth Assessment.

Monitoring Status

N/A

ACTION PLAN		MONITORING PLAN		
<p>Action Step (please only list one action step per box)</p>	<p>Resources and Amount Needed for Implementation (people, time, materials, funding sources)</p>	<p>List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.</p>	<p>List Timeline, Benchmarks, and Position Responsible</p>	<p>Monitoring Status</p>

<p align="center">2.1 Professional Development (Required)</p>		<p align="center">Continuation From Last Year: Yes</p>	<p align="center">NCCAT-S Indicators:</p>	
<p>The administration, in conjunction with our Learning Strategists and RPDP/IDPL/Zoom personnel, will provide varied reading and math instructional strategies to increase high cognitive demand and application based experiences (i.e. performance tasks), student engagement, and academic discourse. The ANet coach will work with school administration to provide professional development on how to read and analyze NWEA MAP Math Growth reports and then how to provide reading/math intervention in conjunction with students' performance in alignment with the MAP Learning Continuum. The Imagine Math consultant will provide professional development on how to read and analyze Imagine Math reports and then provide instruction that is reflective of students' present levels in alignment with benchmark assessments. All teachers will attend professional development sessions provided by the Read by 3 Learning Strategist to enhance their understanding of instructional strategies that have high cognitive demand and discourse in literacy and mathematics in conjunction with the NVACs and NEPF. Specific professional development sessions will be provided to enhance staff members' understanding of Number Talks to strengthen students' understanding of number sense and math facts. All teachers will attend professional development sessions provided by the English Language Learner Success Advocate (SSA) Learning Strategists to enhance their understanding of instructional strategies that support ELL students language acquisition and literacy development in conjunction with the NVACs and NEPF. In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. Staff will receive professional development on unwrapping standards in alignment with SBAC blueprints and Achieve the Core Major/Minor strands to lesson plan. Staff members will also attend professional development sessions on distance learning strategies to support instruction during full distance learning, hybrid, and face to face instructional model. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).</p>	<p>Learning Strategists (Zoom--\$176,411.02) and I-Ready Math Professional Development (Funded by Zoom), ANet Coach (funded by CCSD), Imagine Math (funded by Title III), RPDP Staff (no cost)</p>	<p>Professional Development agendas and evaluations, PLC agendas and minutes, common grade level formative assessment data, school wide formative assessment data, lesson plans</p>	<p>Administration and Learning Strategists will evaluate these artifacts monthly.</p>	<p>N/A</p>

Comments:

<p align="center">Action Step</p>	<p align="center">Resources and Amount Needed</p>	<p align="center">List Artifacts/Evidence</p>	<p align="center">Timeline and Position Responsible</p>	<p align="center">Monitoring Status</p>
<p align="center">2.2 Family Engagement (Required)</p>		<p align="center">Continuation From Last Year: Yes</p>	<p align="center">NCCAT-S Indicators:</p>	

<p>Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.</p>	<p>Parenting Instructional Materials, licensed personnel, and support staff personnel (TITLE I \$1,929.75), Social Worker (funded by SB 515), FACES personnel, Snack Time with Books materials and personnel provided by Spread the Word Nevada, The Leader in Me (Strategic Budget \$6150), UNLV College of Education Zeiter Literacy Center Staff and Materials (Funded by the UNLV College of Education)</p>	<p>Parent Sign-In Sheets, Parent Meeting Training Evaluation Sheets, monthly Zoom parent newsletters, school communication flyers</p>	<p>Administration, Learning Strategists, the School Guidance Counselor, and the school Social Worker will evaluate these artifacts bimonthly</p>	<p>N/A</p>
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Comments:

<p>2.3 Curriculum/Instruction/Assessment (Required)</p>	<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>		
<p>Teachers will consistently pre-plan, implement, and self-evaluate effective teaching and learning behaviors in all lessons with specific emphasis on the following: objective/standard, success criteria, relevancy, key vocabulary, gradual release, checking for understanding, engagement and closure. Learning strategists and licensed teachers will work with Tier 2 and 3 students. All students (below grade level and on grade level) will receive small group differentiated instruction in alignment with their grade level NVACs, the NWEA MAP Assessment (grades K-5), and weekly formative assessment data. Students will utilize the Imagine Math (funded by Title III) online intervention math program within a blended learning model in the classroom. Students in Grades 3-5 will utilize MAP Accelerator in alignment with their individual RIT score (independent learning path). Teachers will provide targeted intervention math support based upon the NWEA MAP Learning Continuum to support on and below-grade level students as well as students meeting/exceeding standards. In addition, a school wide plan will be developed to strengthen students' understanding of math facts and number sense. Grade levels will collaborate to provide common math fact review periods to strengthen students' understanding of Number Talks. Struggling students will be invited to attend math after school targeted instruction math tutoring two afternoons a week. ANet Coach and school administration will work with grade level teams to long range plan math units of study. Grade level teams will analyze the grade level math NVACs and ensure appropriate standard/task alignment as well as implementation of grade level common assessments. Grade Levels will utilize PDCA as a common schoolwide PLC model for data meetings.</p>	<p>2 Learning Strategist (Zoom--\$176,411.02), 1 Fifth Grade Class Size Reduction Teacher (Title I--\$65,180) 1 Fourth Grade Class Size Reduction Teacher (Title I--\$68,957), After-School Math Tutoring (Strategic Budget--TBD), Imagine Math (Strategic Budget--TBD), ANet Coach (Strategic Budget--\$25,000)</p>	<p>Lesson Plans, RTI plans, Administration observations, Grade level PLC agendas and minutes, classroom walkthrough trend data</p>	<p>Administration and Strategists will meet every other week to ensure action steps are complete.</p>	<p>N/A</p>

Comments:

<p>2.4 Other (Optional)</p>	<p>Continuation From Last Year: No</p>	<p>NCCAT-S Indicators:</p>
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				N/A
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Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Reduce the number of office disciplinary referrals from X to Y (20% decrease) by May 2022 as measured by Infinite Campus.

Root Causes:

Paradise PDS is presently in its second year of PBIS implementation. Tier I schoolwide behavioral supports are not consistently implemented in Grades K-5. Due to school closures in Spring 2020 and beginning the 2020-2021 school year in distance learning requires that we spend the spring of 2021 and SY 2021-2022 by continuing to focus on Tier I supports while moving into more intense Tier 2 interventions using our PBIS model along with the implementation of our Lifeline program and Multi-Disciplinary Leadership Team development. More professional development is needed to provide both classroom management supports and Tier I schoolwide behavioral supports and Tier 2 small group/individual student intervention.

Measurable Objective 1:

Reduce the number of bullying referrals from X to Y (25% reduction) by May 2022 as measured by Infinite Campus.

Measurable Objective 2:

Reduce the number of aggressive (including fighting, hitting, and making threats) behavioral referrals from X to Y (20% reduction) by May 2022 as measured by Infinite Campus.

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		Continuation From Last Year: Yes	NCCAT-S Indicators:	

<p>Paradise PDS staff members will receive professional development on MTSS/PBIS procedures (Tier I--Schoolwide Expectations, Tier 2--Small Group support, CICO), behavioral data tracking, CHAMPS, and classroom management strategies, and replacement behavior strategies. Paradise PDS will work with the UNLV College of Education Department of Educational Psychology and Higher Education to receive professional development on individual/small group intervention strategies as well as resources on restorative justice practices.</p>	<p>School Social Worker (Funded by SB 515), School Counselor (Split-funded with Title I), CCSD PBIS External Coach, UNLV College of Education Educational Psychology and Higher Education Professors (no cost as part of UNLV/Paradise MOU)</p>	<p>Weekly review of Infinite Campus behavioral reports, Behavior Tracking through the SISP Tab, PBIS Tiered Fidelity Inventory (TFI) reports, MLT tab reviews, Campus Walk-through Data, PBIS Team Agendas and Minutes</p>	<p>School Admin and behavioral support team will meet on a weekly basis to review current behavioral data/trends.</p>	<p>N/A</p>
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Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
<p>3.2 Family Engagement (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>Paradise PDS Admin and behavioral support team (Behavior Strategist, School Counselor, and Social Worker) will provide strategies and supports/tips for families during monthly family engagement activities. Content will include: Bullying/Cyber-bullying supports, self-managing behaviors, Leader in Me Family Curriculum, etc. In addition, Counselor and Social Worker will work with families to discuss self-harm concerns and aggressive behavior supports. The counselor and social worker will provide students and families with strategies and resources to support family engagement and academic success both at home and in the classroom.</p>	<p>School Social Worker (Funded by SB 515), School Counselor (split funded with Title I), CCSD PBIS External Coach</p>	<p>Family sign-in sheets/agendas, family feedback forms, CCSD Annual District Survey results</p>	<p>School Admin and behavioral support team will meet after each family event to review parent feedback as well as school behavioral data.</p>	<p>N/A</p>

Comments:

<p>3.3 Curriculum/Instruction/Assessment (Required)</p>		<p>Continuation From Last Year: Yes</p>	<p>NCCAT-S Indicators:</p>	
<p>A counselor, social worker, and behavior strategist will work with students at all grade levels to address academic and behavioral needs that impede each child's progress towards mastery of NVACS. Particular emphasis will be placed on supports for the 4th and 5th grade students who are at risk of academic failure due to behavioral challenges. School administration and Behavior Strategist will provide professional development support to staff members to strengthen teachers' usage of positive behavior intervention support strategies to increase on-task student behaviors in the classroom. Classroom teachers will implement Tier I and Tier 2 PBIS supports across all areas of campus.</p>	<p>School Social Worker (Funded by SB 515), School Counselor, and Behavior Strategist (split funded with Title I--\$61,553), CCSD PBIS External Coach</p>	<p>Weekly review of Infinite Campus behavioral reports, Behavior Tracking through the SISP Tab, PBIS Tiered Fidelity Inventory (TFI) Reports, Campus Walk-through Data, PBIS Team Agendas and Minutes</p>	<p>School Admin and behavioral support team will meet on a weekly basis to review current behavioral data/trends.</p>	<p>N/A</p>

Comments:

<p>3.4 Other (Optional)</p>	<p>Continuation From Last Year:</p>	<p>NCCAT-S Indicators:</p>
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				N/A
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Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Zoom	327,567.91	Zoom Reading Center to provide targeted intervention reading support, Learning Strategists to provide coaching and professional development for teachers in literacy (instruction, curriculum, and assessment), EL Learner Support, PreK program, and extended day model to increase student achievement in literacy and math.	Goals 1, 2 and 3
Title I and Parent Involvement Set Aside	194,904.75	Fourth and Fifth Grade teachers for class size reduction, School Counselor, instructional materials, and parent training (extra duty pay for licensed and support staff)	Goals 1, 2 and 3
SB 515	88,018.42	Licensed Social Worker to provide support in decreasing chronic absenteeism, behavioral support to students, and family engagement/resource support.	Goals 1, 2 and 3
Title III	8,844	Imagine Math Online Math Intervention Program to provide blended learning opportunities for students to both remediate areas of concern and provide rigorous instructional tasks at grade level standards.	Goals 1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Staff members for the 2021-2022 school year will be interviewed by a panel consisting of administration, instructional coaches, and grade level teachers as applicable. Artifacts will be reviewed during the teacher interview process (resume, NV teaching license, HQT certificate, letters of reference, university transcripts, principal interviews) and other artifacts as they were available through Taleo, CCSD's online database of new hires.

2. Describe the school's strategies to increase family engagement in accordance with Section 1116 of ESSA (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

During the 2021-2022 school year, Paradise PDS will provide a variety of academic and social family engagement opportunities both virtually and in-person. Family engagement opportunities include: MAP Data Family Report Night (Fall), Halloween Festival/Fall Literacy Night, Family Winter Celebration, Family Literacy Night, Family Math and Science Night, Winter Concert, Spring Concert, MAP Data Family Report Review Night (Winter) Leadership Day, and Parents and Pastries. Parents are able to access the Infinite Campus Parent Portal for information about student grades and attendance. Paradise PDS will continue to partner with Spread the Word Nevada to open each monthly family night (virtually and in person) by providing a monthly Story and Snack time where Paradise families can come for a family literacy period. In addition, Paradise will continue to partner with the UNLV College of Education to provide family engagement opportunities as well as to strengthen families' understanding of grade level curriculums and ways to support learning in the home. Written school communication is sent home in both English and Spanish. All licensed staff members maintain a Class Dojo account where they can communicate via text directly with families. While on campus, family members can access staff members who speak English, Spanish, and Tagalog. The Paradise PDS staff also actively uses Google Translate and Class Dojo to communicate with families whose native language is not English, Spanish, or Tagalog. The Pre-Kindergarten Zoom and KIDS/Autism programs provide monthly family activities for parents to come on campus and work with their child in the classroom and hear how to support learning in the home.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

The Pre-Kindergarten Team (both special education and general education classrooms) meet with the Kindergarten team periodically to share strategies and ideas for exposing the pre-kindergarten students to kindergarten curriculum. Parents attend monthly parent meetings where the Pre-kindergarten staff keeps parents informed of their children's academic progress and the transition to kindergarten. Students in the KIDS Autism program "push in" to the general education setting for various parts of the instructional day as part of their IEPs through socialization periods (i.e. recess and lunch). The PreK program collaborates with the CCSD FACES Division and PBS to provide parent engagement/educational opportunities. The school administration and Kindergarten Team will host a Kindergarten Round-Up period in both the fall and spring to provide families an opportunity to visit the campus, get to know the staff, and begin early literacy assessments. The Paradise Professional Development School's guidance counselor, the School Social Worker, and the fifth grade team assist students in transitioning to middle school. The guidance counselor will schedule a series of magnet schools to come to campus (both virtually and in-person) to present as well as lead a parent night on magnet schools. The guidance counselor and fifth grade team will host an assembly by the Orr MS Counseling Department for students to learn more about the transition to middle school as well as complete student surveys for classroom placement. The school will also host a "Moving on to Middle School" Parent Night in late winter/early spring.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Paradise PDS teachers collaborate in their grade level teams and department teams on a weekly basis to provide standards-based instruction (NVACs) to students. Based upon the Nevada Academic Content Standards, NWEA MAP data, Imagine Math data, MAP Accelerator data, and a variety of other school-based formative assessments, teachers provide intervention and remediation to students. Teachers are required to use common grade level assessments and NWEA MAP assessments as part of the school's PLC model. Teachers use their NWEA MAP Growth data to create a long-range plan for RTI Time (daily 30-minute intervention period). While the school uses a variety of school wide assessments (i.e. i-Ready, NWEA MAP, etc.), teachers are able to create their own formative assessments using ReadyGen, Envisions, and Ready curriculums as well as the ANet online assessment system and SBAC consortium resources/interim assessments. In addition, teachers use a variety of informal assessment strategies to check for understanding throughout a lesson.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Paradise PDS is presently partnering with the Achievement Network to analyze our NWEA MAP assessment data and utilize standards-aligned assessments and curriculums. Student achievement data is monitored three times a year using the NWEA MAP assessment and i-Ready diagnostic assessment data. In addition, weekly formative assessment data as well as various diagnostic data is utilized to monitor student achievement as part of the school improvement process. Students who are approaching standards in reading receive additional intervention support in the Paradise Zoom Reading Center on a daily basis to ensure students are able to master grade level NVACs. The Title I plan for Paradise PDS was created in alignment with the 2021-2022 school performance plan. In addition to the School Organizational Team meetings, monthly school leadership team meetings (Lighthouse Team) are held to gain input and insight from all stakeholders

in the Paradise PDS community.

Plan for improving the school climate

Goal:

By May 2022, Paradise PDS will increase our Average Daily Attendance from X% to Y% as well as decrease our percentage of chronically absent students from X% to Y%.

Action Plan: How will this plan improve the school climate?

By increasing our Average Daily Attendance and reducing chronic absenteeism, more students will be coming to school each day. They will have greater access to grade level standards and social emotional learning supports. Students will track their attendance on a daily basis as part of their leadership notebook. In addition, once students return to campus, students who have perfect attendance each month will be invited to attend a monthly AT-TEN-DANCE Perfect Attendance Dance party for 15 minutes. Additional monthly incentives will also be incorporated throughout the school year to recognize students who have perfect attendance each month. Students with perfect attendance for the entire semester will also be recognized at semester awards assemblies. Students will also be rewarded with a Wildcat Ticket for every day they come to school. Students can then cash in their Wildcat Tickets on a monthly basis through the Paradise Pride Shop as part of the school's PBIS model for Tier I supports. Classrooms with perfect attendance will receive four Paradise Paws for every day when every student is present. Classes can then cash in their Paradise Paws for classroom rewards/incentives. The school social worker and counselor will work with the Truancy Diversion Program (TDP) to provide Tier 2 attendance intervention support through meeting with chronically absent students on a weekly basis. Students will track their attendance, behavior, and academics and then conference with an attendance officer each week through the TDP program. In addition to the TDP supports, the School Social Worker will also implement a daily check-in system for students to review their attendance with her as well. Paradise PDS will further implement MTSS and Leader in Me strategies and supports to ensure a safe and positive learning environment for all students. In addition to on-campus incentives, the school counselor and social worker will work with the Paradise families to develop a family incentive program to support families in ensuring their children are attending school on a regular basis.

Monitoring Plan: How will you track the implementation of this plan?

The PBIS team will meet twice a month to review attendance data in CCSD Data Lab and Infinite Campus. School administration will work closely with the Multi-Disciplinary Leadership Team (Counselor/Social Worker/Behavior Interventionist/School Psychologist/Teacher leaders) to review weekly attendance data to monitor students who are chronically absent.

Evaluation Plan: What data will you use to determine if the climate of the school has been improved through the implementation of this plan?

School Administration, the PBIS team, and the Multi-Disciplinary Leadership Team will monitor attendance data through the CCSD Data Lab and Infinite Campus to monitor if the percentage of chronically absent students decreases from X% to Y% as well as the increase in Average Daily Attendance from X% to Y%.

APPENDIX A - Professional Development Plan

1.1

Instructional staff will attend site-based Professional development on the Nevada Academic Content Standards, Nevada Educator Performance Framework, Read by Grade 3 professional competencies, differentiated reading instruction (focus on Smarty Ants--Grades PreK to 2 and Achieve3000--Grades 3 to 5) and Imagine Learning blended learning intervention model, ELL reading strategies, close reading strategies, The Write Tools (close reading, informational text and narrative strategies), distance learning strategies, and data analysis of summative and formative assessments (including performance tasks as well as analysis of common grade level assessments). In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).

Goal 1 Additional PD Action Step (Optional)

2.1

The administration, in conjunction with our Learning Strategists and RPDP/IDPL/Zoom personnel, will provide varied reading and math instructional strategies to increase high cognitive demand and application based experiences (i.e. performance tasks), student engagement, and academic discourse. The ANet coach will work with school administration to provide professional development on how to read and analyze NWEA MAP Math Growth reports and then how to provide reading/math intervention in conjunction with students' performance in alignment with the MAP Learning Continuum. The Imagine Math consultant will provide professional development on how to read and analyze Imagine Math reports and then provide instruction that is reflective of students' present levels in alignment with benchmark assessments. All teachers will attend professional development sessions provided by the Read by 3 Learning Strategist to enhance their understanding of instructional strategies that have high cognitive demand and discourse in literacy and mathematics in conjunction with the NVACs and NEPF. Specific professional development sessions will be provided to enhance staff members' understanding of Number Talks to strengthen students' understanding of number sense and math facts. All teachers will attend professional development sessions provided by the English Language Learner Success Advocate (SSA) Learning Strategists to enhance their understanding of instructional strategies that support ELL students language acquisition and literacy development in conjunction with the NVACs and NEPF. In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. Staff will receive professional development on unwrapping standards in alignment with SBAC blueprints and Achieve the Core Major/Minor strands to lesson plan. Staff members will also attend professional development sessions on distance learning strategies to support instruction during full distance learning, hybrid, and face to face instructional model. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).

Goal 2 Additional PD Action Step (Optional)

3.1

Paradise PDS staff members will receive professional development on MTSS/PBIS procedures (Tier 1--Schoolwide Expectations, Tier 2--Small Group support, CICO), behavioral data tracking, CHAMPS, and classroom management strategies, and replacement behavior strategies. Paradise PDS will work with the UNLV College of Education Department of Educational Psychology and Higher Education to receive professional development on individual/small group intervention strategies as well as resources on restorative justice practices.

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Paradise PDS Admin and behavioral support team (Behavior Strategist, School Counselor, and Social Worker) will provide strategies and supports/tips for families during monthly family engagement activities. Content will include: Bullying/Cyber-bullying supports, self-managing behaviors, Leader in Me Family Curriculum, etc. In addition, Counselor and Social Worker will work with families to discuss self-harm concerns and aggressive behavior supports. The counselor and social worker will provide students and families with strategies and resources to support family engagement and academic success both at home and in the classroom.

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:

All students will increase proficiency in English Language Arts from X% to Y% by 2022 as measured by state summative assessments (SBAC).

Measurable Objective(s):

- Increase the percentage of 3rd grade ELs who are on or above grade level in reading from X% to Y%, and 3-5 EL students from X% to Y% as measured by SBAC summative assessments (May 2022).
- Increase the percent of ELs meeting AGP from X% to Y% and the percent of ELs proficient in reading from X% to Y% by May 2022 as measured by ELPA.
- Increase the percentage of K-2 students from X% to Y% who are at or above the 60th percentile in reading by May 2022 as measured by the NWEA MAP Assessment.
- Increase the percentage of 3-5 students from X% to Y% who are at or above the 60th percentile in reading by May 2022 as measured by the NWEA MAP Assessment.
- Zoom Measurable Objectives: A. Pre-K (district specific) 1. By the end of the program period, 90% of Pre-K students attending for four or more months will meet, or exceed, the objectives for language and literacy development by age range, as measured by TSG. 2. By the end of the program period, 90% of Pre-K students attending for four or more months will score 80, or above, on the Brigance. B. Reading Center (district specific) 1. The percent of Grades 1-5 students attending the ZRC for four or more months and meeting WIDA AGP will exceed the percent of students meeting WIDA AGP not attending the ZRC. 2. The percent of Grades 1-5 students attending the ZRC for four or more months and meeting Measures of Academic Progress (MAP) Projected Growth will exceed the percent of students meeting MAP Projected Growth not attending the ZRC. C. Extended Day (school specific) 1. Increase the percentage of students proficient in English Language Arts (ELA) from X% to Y%, and in math from X% to Y% by May 2022, as measured by state summative assessments (SBAC). 2. Increase the percent of ELLs meeting WIDA AGP from X% to Y% by May 2022, as measured by WIDA AGP. D. Recruitment (school specific) 1. Increase the percent of teachers who received a recruitment and retention bonus and were retained at Zoom schools from 82.5% to 90%.

Status
N/A

Comments:

1.1 Professional Development:

1.2 Family Engagement:

1.3 Curriculum/Instruction/Assessment:

1.4 Other:

	Mid-Year	End-of-Year
1.1	Instructional staff will attend site-based Professional development on the Nevada Academic Content Standards, Nevada Educator Performance Framework, Read by Grade 3 professional competencies, differentiated reading instruction (focus on Smarty Ants--Grades PreK to 2 and Achieve3000--Grades 3 to 5) and Imagine Learning blended learning intervention model, ELL reading strategies, close reading strategies, The Write Tools (close reading, informational text and narrative strategies), distance learning strategies, and data analysis of summative and formative assessments (including performance tasks as well as analysis of common grade level assessments). In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).	N/A
Progress		

Barriers		
Next Steps		
1.2	<p>Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.</p>	N/A
Progress		
Barriers		
Next Steps		
1.3	<p>Teachers will consistently pre-plan, implement, and self-evaluate effective teaching and learning behaviors in all lessons with specific emphasis on the following: objective/standard, student success criteria, relevancy, key vocabulary, gradual release, checking for understanding, engagement and closure. Learning Strategists and licensed teachers will work with Tier 2 and 3 students. All students (below grade level and on grade level) will receive small group differentiated instruction in alignment with their grade level NVACs, the NWEA MAP Assessment (grades K-5), and weekly formative assessment data. Grade levels will use the PDCA structure as a schoolwide PLC model. Students will utilize the Smarty Ants (Pre-K to Grade 2) and Achieve 3000 (Grades 3-5) online intervention reading program within a blended learning model in the classroom. Students in grades 3-5 will utilize myOn online reading curriculum to access grade level texts using close reading strategies during Tier 1 and Tier 2 small group time as well as in the Zoom Reading Center. Students with a WIDA score of 2.9 or below will utilize Imagine Literacy and Language to increase language and reading proficiency. Teachers will provide targeted intervention reading support based upon diagnostic assessment results to support on and below-grade level students as well as students meeting/exceeding standards. Teachers will actively use SBAC interim assessments and ANet standards-aligned assessments to ensure students are assessed to the rigor of the grade level standard. Teachers will also provide targeted reading and writing instruction using The Write Tools curriculum to support close reading strategies and writing across the curriculum (Site Budget-TBD). The ANet coach will work with school administration to lead grade level teams in long range planning of literacy curriculum units to ensure appropriate scaffolds are put in place for instruction. Long range planning units will focus on standard-task alignment to ensure students are engaged in instructional activities that meet the rigor of the grade level standard.</p>	N/A
Progress		

Barriers		
Next Steps		
1.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2:

All students will increase proficiency in math from X% to Y% by 2022 as measured by state summative assessments (SBAC).

Measurable Objective(s):

- Increase the percentage of English Learners who are proficient in math from X% to Y% by May 2022 as measured by SBAC Assessments.
- Increase the percentage of K-2 students from X% to Y% who are at or above the 60th percentile in math by May 2022 as measured by the NWEA MAP Assessment.
- Increase the percentage of 3-5 students from X% to Y% who are at or above the 60th percentile in math by May 2022 as measured by the NWEA MAP Assessment.
- Increase the percent of students in K-2 meeting or exceeding the established growth target in math from X% (winter) to 80% (spring) by [April 2022] as measured by the MAP Growth Assessment.
- Increase the percent of students in 3-5 meeting or exceeding the established growth target in math from X% (winter) to 80% (spring) by [April 2022] as measured by the MAP Growth Assessment.

Status
N/A

Comments:

2.1 Professional Development:

2.2 Family Engagement:

2.3 Curriculum/Instruction/Assessment:

2.4 Other:

	Mid-Year	End-of-Year
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2.1	<p>The administration, in conjunction with our Learning Strategists and RPDP/IDPL/Zoom personnel, will provide varied reading and math instructional strategies to increase high cognitive demand and application based experiences (i.e. performance tasks), student engagement, and academic discourse. The ANet coach will work with school administration to provide professional development on how to read and analyze NWEA MAP Math Growth reports and then how to provide reading/math intervention in conjunction with students' performance in alignment with the MAP Learning Continuum. The Imagine Math consultant will provide professional development on how to read and analyze Imagine Math reports and then provide instruction that is reflective of students' present levels in alignment with benchmark assessments. All teachers will attend professional development sessions provided by the Read by 3 Learning Strategist to enhance their understanding of instructional strategies that have high cognitive demand and discourse in literacy and mathematics in conjunction with the NVACs and NEPF. Specific professional development sessions will be provided to enhance staff members' understanding of Number Talks to strengthen students' understanding of number sense and math facts. All teachers will attend professional development sessions provided by the English Language Learner Success Advocate (SSA) Learning Strategists to enhance their understanding of instructional strategies that support ELL students language acquisition and literacy development in conjunction with the NVACs and NEPF. In addition, staff will receive professional development from the ANet coach and site administration in analyzing grade level standards, aligning student work to standards, and in determining grade level standard aligned formative and summative assessments. Staff will receive professional development on unwrapping standards in alignment with SBAC blueprints and Achieve the Core Major/Minor strands to lesson plan. Staff members will also attend professional development sessions on distance learning strategies to support instruction during full distance learning, hybrid, and face to face instructional model. School administration will provide staff with professional development on data-driven instruction (i.e. the power of the question, writing exemplars, and interim assessment analysis) and grade level data meetings as part of the PLC process (focus on the See It/Name It/Do It Model).</p>	N/A
Progress		
Barriers		
Next Steps		
2.2	<p>Virtual and in-person Family Academic Nights will be held monthly throughout the school year to support literacy instruction within the home in addition to Title I parent meetings and parent conferences. Zoom newsletters are sent home on a monthly basis to ensure parents are aware of their children's grade level NVACs in addition to school communication that support student literacy achievement. School Social Worker (funded by SB 515) is working to decrease the amount of students with excessive absences--parents and students conference with an attendance counselor (i.e. Social Worker) on a weekly basis regarding grades and attendance through the Truancy Diversion Program. School will partner with FACES (Family and Community Engagement Services) division of CCSD to provide parenting classes to support literacy within the home. School will continue to partner with Spread the Word Nevada to provide a monthly after-school Snacktime with Books (virtual and in-person) to promote literacy in the home. Finally, School will continue to partner with the UNLV College of Education Zeiter Literacy Center to provide family engagement opportunities designed to familiarize families with grade level curriculums and strategies for supporting students' learning inside the home. School will provide training/resources to support families in building knowledge/skills at home and establishing effective habits for developing young leaders through The Leader in Me program. Instructional staff will provide parents/guardians with evidence of students' academic mastery of foundation skills with suggestions/resources for practice at home through progress report communication and classroom newsletters/parent communication formats.</p>	N/A
Progress		
Barriers		

Next Steps		
2.3	<p>Teachers will consistently pre-plan, implement, and self-evaluate effective teaching and learning behaviors in all lessons with specific emphasis on the following: objective/standard, success criteria, relevancy, key vocabulary, gradual release, checking for understanding, engagement and closure. Learning strategists and licensed teachers will work with Tier 2 and 3 students. All students (below grade level and on grade level) will receive small group differentiated instruction in alignment with their grade level NVACs, the NWEA MAP Assessment (grades K-5), and weekly formative assessment data. Students will utilize the Imagine Math (funded by Title III) online intervention math program within a blended learning model in the classroom. Students in Grades 3-5 will utilize MAP Accelerator in alignment with their individual RIT score (independent learning path). Teachers will provide targeted intervention math support based upon the NWEA MAP Learning Continuum to support on and below-grade level students as well as students meeting/exceeding standards. In addition, a school wide plan will be developed to strengthen students' understanding of math facts and number sense. Grade levels will collaborate to provide common math fact review periods to strengthen students' understanding of Number Talks. Struggling students will be invited to attend math after school targeted instruction math tutoring two afternoons a week. ANet Coach and school administration will work with grade level teams to long range plan math units of study. Grade level teams will analyze the grade level math NVACs and ensure appropriate standard/task alignment as well as implementation of grade level common assessments. Grade Levels will utilize PDCA as a common <u>schoolwide PLC model for data meetings.</u></p>	N/A
Progress		
Barriers		
Next Steps		
2.4		N/A
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Reduce the number of office disciplinary referrals from X to Y (20% decrease) by May 2022 as measured by Infinite Campus.

Measurable Objective(s):

- Reduce the number of bullying referrals from X to Y (25% reduction) by May 2022 as measured by Infinite Campus.
- Reduce the number of aggressive (including fighting, hitting, and making threats) behavioral referrals from X to Y (20% reduction) by May 2022 as measured by Infinite Campus.

Status
N/A

Comments:

3.1 Professional Development:

3.2 Family Engagement:

3.3 Curriculum/Instruction/Assessment:

3.4 Other:

	Mid-Year	End-of-Year
3.1	Paradise PDS staff members will receive professional development on MTSS/PBIS procedures (Tier I--Schoolwide Expectations, Tier 2--Small Group support, CICO), behavioral data tracking, CHAMPS, and classroom management strategies, and replacement behavior strategies. Paradise PDS will work with the UNLV College of Education Department of Educational Psychology and Higher Education to receive professional development on individual/small group intervention strategies as well as resources on restorative justice practices.	N/A
Progress		
Barriers		
Next Steps		
3.2	Paradise PDS Admin and behavioral support team (Behavior Strategist, School Counselor, and Social Worker) will provide strategies and supports/tips for families during monthly family engagement activities. Content will include: Bullying/Cyber-bullying supports, self-managing behaviors, Leader in Me Family Curriculum, etc. In addition, Counselor and Social Worker will work with families to discuss self-harm concerns and aggressive behavior supports. The counselor and social worker will provide students and families with strategies and resources to support family engagement and academic success both at home and in the classroom.	N/A
Progress		

Barriers		
Next Steps		
3.3	A counselor, social worker, and behavior strategist will work with students at all grade levels to address academic and behavioral needs that impede each child's progress towards mastery of NVACS. Particular emphasis will be placed on supports for the 4th and 5th grade students who are at risk of academic failure due to behavioral challenges. School administration and Behavior Strategist will provide professional development support to staff members to strengthen teachers' usage of positive behavior intervention support strategies to increase on-task student behaviors in the classroom. Classroom teachers will implement Tier 1 and Tier 2 PBIS supports across all areas of campus.	N/A
Progress		
Barriers		
Next Steps		
3.4		N/A
Progress		
Barriers		
Next Steps		