



Clark County School District

# **R. Martinez Elementary**

School Performance Plan: A Roadmap to Success

## *Addendum for CSI, TSI, TSI/ATSI Schools*

*This addendum to the 2022-2023 School Performance Plan (SPP) Roadmap supports CSI, TSI, and TSI/ATSI schools to demonstrate compliance with federal requirements to provide evidence that it has incorporated explicit analysis of accountability indicators as each relate to the school's performance, evidence-based interventions, and identification of resource inequities into its SPP. Please reach out to [Frances Lucero](#) for more information.*



# School Goals and Improvement Plan

The section below includes an explicit identification of the evidence levels for each improvement strategy and resource inequity challenges and supports associated with each goal.

## Inquiry Area 1 – Student Success

<b>School Goal</b>	
Increase the percent of students meeting or exceeding the established growth target in reading from 54% (winter 2022) to 57% (winter 2023) to 60% (spring 2023), as measured by the MAP® Growth™ Assessments.	
<b>Improvement Strategies</b>	<b>Evidence Level (1, 2, 3, 4)</b>
All licensed staff will be provided professional development on all tiers of instruction.	3
Intended Outcome: Strengthen all tiers of instruction to meet all students’ needs. Teachers will feel more confident in delivering meaningful tiered reading instruction. Students have the opportunity to access and receive appropriate instruction to make necessary gains that show growth in such assessments as MAP, SBAC, and WIDA assessments.	
<b>Resource Equity Supports:</b> Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Data shows that 26.5 percent of English Learner (current plus former) students were proficient in ELA, while 8.3 percent Black/African American students were proficient on the 2021-2022 SBAC ELA assessment. There is a 18.2 percentage point difference between these student groups scoring proficient in ELA.</li> <li>● Support: During Tier I ELA instruction, Tier 1 instruction will be delivered with rigor and high expectations and use MAP data results to guide instruction and planning to support student learning. During Tier II instruction; EL students identified as “bubble kids,” will conference with their teacher to create achievement and growth goals based on spring 2022 WIDA assessment data. EL students will receive incentives to reach growth targets and will be regularly monitored by EL strategist and teacher for signs of incremental growth and achievement in individually designated areas of deficiencies. Additional tutoring or one on one support in reading will be provided by either Title I Literacy/Language Intervention Specialist, Read by 3 strategist, CTTs, or Spread the Word Nevada one on one tutor.</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Challenge: Students struggle with regular daily attendance and experience low self esteem. Teachers may struggle with building relationships with students and may not understand how the student’s home life impacts the student’s ability to learn and achieve in the classroom setting.</li> <li>● Support: The social emotional support team that includes the school based counselor, social worker, Communities in Schools Liaison, and Assistant Principal will continue to monitor and</li> </ul>	



support students on each case load and provide resources and support students falling in the yellow and red ranges according to Panorama data results.

**Free and Reduced Lunch:**

- Challenge: Data shows that 24.1 percent of Hispanic/Latino students were proficient in ELA, while 15.4 percent of economically disadvantaged students were proficient on the 2021-2022 SBAC ELA assessment. There is an 8.7 percentage point difference between these student groups scoring proficient in ELA.
- Support: During Tier I ELA instruction, a variety of instructional opportunities will be provided for students to represent their understanding and/or mastery of the standards and to help students make adjustments to learning. Incentives (school-wide, individually, within individual classrooms) will be provided to encourage consistency and an increase in daily attendance. Attendance support will be provided by the Community in School's (CIS) liason in collaboration with administration and school personnel.  
During Tier II instruction, students performing below grade level expectations will receive 30 minutes of additional instruction daily, by either a Title I Literacy/Language Intervention Specialist, Read by 3 strategist, CTTs, or Spread the Word Nevada one on one tutor.

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Data shows that 8.3 percent of Black/African American students were proficient in ELA while Hispanic/Latino students were 25.4 percent proficient on the 2021-2022 SBAC ELA assessment. There is a 17.1 percentage point difference between these student groups scoring proficient in ELA. In the area of math, less than 5 percent of Black/African American students were proficient on the 2021-2022 math assessment. 24.1 percent of Hispanic/Latino students were proficient in math. There is a 19.1 percentage point difference between these two student groups scoring proficient in Math. Students struggle with attending school on a regular basis and frequently engage in negative behaviors that occur during Tier I instruction.
- Support: During Tier I ELA and Math instruction, students will receive Tier I behavior intervention support provided by all teachers and staff. Teachers will provide regular check-ins and pull small groups to scaffold student learning and comprehension. Scaffolds to include such resources as flashcards and support in foundation skills.

**Students with IEPs:**

- Challenge: Data shows that 9.5 percent of Special Education students were proficient in ELA while Hispanic/Latino students were 25.4 percent proficient on the 2021-2022 SBAC ELA assessment. There is a 15.9 percentage point difference between these student groups scoring proficient in ELA. Students struggle with attending school on a regular basis and frequently engage in negative behaviors that occur during Tier I instruction.
- Support: During Tier I ELA instruction, the classroom teacher adheres to the specific needs of each special education student outlined in the students' individual educational plan. The educational plan is reviewed and revised annually according to policy and procedures established by the District and State of Nevada. Students receive additional resources and strategies for learning which is delivered to the classroom teacher via the school SEIF. According to student IEPs, written and oral opportunities are provided for students to



consolidate their understanding of concepts and skills as students push into general education classrooms during Tier I instruction. Students will receive Tier I behavior intervention support to focus attention and learning in the academic content areas.

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 2 – Adult Learning Culture

School Goal	
School-Wide survey of PLC meetings will increase self-reported scores by 1 point on a scale 1-10 in each area, measuring their purpose, trust, value of meeting, and professional learning.	
Improvement Strategies	Evidence Level (1, 2, 3, 4)
1. Teachers will be provided a framework for PLC to help guide them in understanding the benefit of collaboration as it relates to teaching tier 1 instruction and better understanding the rigor of the state standards.	2
Intended Outcomes: Increased implementation of collaborative process to better teach the standards.	
Resource Equity Supports: Based on your <i>Data Dive</i> and <i>Root Cause Analysis</i> , what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Data shows that 26.5 percent of English Learner (current plus former) students were proficient in ELA, while 8.3 percent Black/African American students were proficient on the 2021-2022 SBAC ELA assessment. There is a 18.2 percentage point difference between these student groups scoring proficient in ELA.</li> <li>● Support: EL strategist will monitor EL students and provide ongoing training and support to meet the needs of students. Teachers will be alerted to EL students who have WIDA domain levels under 3.0 in any area, and will receive training through programs such as the Q-TEL institute on how to administer quality scaffolded and rigorous Tier I instruction.</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Students struggle with regular daily attendance and experience low self esteem. Teachers may struggle with building relationships with students and may not understand how the student’s home life impacts the student’s ability to learn and achieve in the classroom setting.</li> <li>● Support: The social emotional support team that includes the school based counselor, social worker, Communities in Schools Liaison, and Assistant Principal will continue to monitor and support students on each case load and provide resources and support to teachers on how to support students which have fallen in the yellow and red ranges according to Panorama data results.</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Challenge: Data shows that 24.1 percent of Hispanic/Latino students were proficient in ELA, while 15.4 percent of economically disadvantaged students were proficient on the 2021-2022 SBAC ELA assessment. There is an 8.7 percentage point difference between these student groups scoring proficient in ELA.</li> <li>● Support:</li> </ul> <p><b>Migrant:</b></p> <ul style="list-style-type: none"> <li>● Challenge: N/A</li> <li>● Support: N/A</li> </ul>	

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- Support: All Martinez staff will receive training from certified Boys Town instructors on how to provide Tier I behavior support while maintaining high expectations, increasing rigor, and providing timely and specific feedback to help students make adjustments to learning. The EL strategist will continue to monitor EL students and provide ongoing training and support to meet the needs of students. The SEL team will work with teachers to create behavior charts and strategies for tracking student behavior to encourage positive student behavior and consistent attention to instruction taking place in the classroom.

**Students with IEPs:**

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- Support: Students receive additional resources and strategies for learning which is delivered to the classroom teacher via the school SEIF. According to student IEPs, written and oral opportunities are provided for students to consolidate their understanding of concepts and skills as students push into general education classrooms during Tier I instruction. The SEIF will continue to monitor and ensure appropriate measures and instruction are in place to meet the needs of the students.

*Add sections for additional student groups specific to your school as needed.*



## Inquiry Area 3 – Connectedness

<b>School Goal</b>	
Increase student confidence in regulating emotions from 45% to 50% at the winter benchmark and to 55% by the end of the year, as measured by the Panorama survey.	
<b>Improvement Strategies</b>	<b>Evidence Level (1, 2, 3, 4)</b>
Humanities teacher to provide all students with SEL skills and strategies and additional support to be provided to our student population with the biggest deficit in SEL skills.	4
Intended Outcomes: Students and staff can self regulate emotions to create relationships.	
<b>Resource Equity Supports:</b> Based on your Data Dive and Root Cause Analysis, what, if any, resource inequities did you identify for the following student groups specific to this goal? Consider any challenges these student groups face. What, specifically, will you do to support them to overcome those challenges?	
<p><b>English Learners:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Challenge: Data shows that 26.5 percent of English Learner (current plus former) students were proficient in ELA, while 8.3 percent Black/African American students were proficient on the 2021-2022 SBAC ELA assessment. There is a 18.2 percentage point difference between these student groups scoring proficient in ELA.</li> <li>● Support: The EL strategist along with classroom teachers will monitor EL students and provide scaffolds for instruction to encourage language development and regular communication in an effort to create meaningful relationships between the teacher and student and student and student.</li> </ul> <p><b>Foster/Homeless:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Challenge: Students struggle with regular daily attendance and experience low self esteem. Teachers may struggle with building relationships with students and may not understand how the student’s home life impacts the student’s ability to learn and achieve in the classroom setting.</li> <li>● Support: The counselor will provide classroom lessons based on Kelso’s choices and present both students and the classroom teacher with strategies for calming down so that the student can re-engage in the lesson occurring in the student’s classroom. The CIS Liason will continue to perform attendance and wellness check-ins with the parents of students attending Martinez.</li> </ul> <p><b>Free and Reduced Lunch:</b></p> <ul style="list-style-type: none"> <li>● Challenge: Challenge: Data shows that 24.1 percent of Hispanic/Latino students were proficient in ELA, while 15.4 percent of economically disadvantaged students were proficient on the 2021-2022 SBAC ELA assessment. There is an 8.7 percentage point difference between these student groups scoring proficient in ELA.</li> <li>● Support: Weekly Leader in Me (LIM) lessons will be taught during Specials rotation for K-5 grades to allow students time to focus on emotional regulation strategies and leadership skills. Additional lessons will occur throughout the school year during student lunches and as part of the morning announcement to emphasize Leadership habits in and outside of the classroom setting and to create ownership for students’ actions, learning, and behavior.</li> </ul> <p><b>Migrant:</b></p>	



- Challenge: N/A
- Support: N/A

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- Support: The counselor will provide classroom lessons based on Kelso’s choices and present both students and the classroom teacher with strategies for calming down so that the student can re-engage in the lesson occurring in the student’s classroom. All Martinez staff will receive training from certified Boys Town instructors on how to provide Tier I behavior support while maintaining high expectations, increasing rigor, and providing timely and specific feedback to help students make adjustments to learning.

**Students with IEPs:**

- Challenge: Students struggle with attending school on a regular basis and frequently engage in negative behaviors that occur during Tier I instruction.  
Panorama data shows that when asked the following: How often are you able to pull yourself out of a bad mood? 38 percent of Special Education students stated they are not able to pull themselves out of a bad mood while 67 percent of multiracial students stated that they were able to pull themselves out of a bad mood. There is a 29 percentage point difference between these student groups who answered the above question.
- Support: The SEIF, counselor, social worker, and Communities in Schools Liaison will serve as supports in curbing negative behavior and work with the classroom teacher to create a reward system for on task and positive behavior that supports academic growth and achievement and that fosters a positive relationship with the classroom teacher. Outside wrap around services such as Boys Town and Hazel counseling, will continue to be utilized and provided as support options to families in need.

*Add sections for additional student groups specific to your school as needed.*