



Clark County School District

Addeliar Guy III Elementary School

2021-2022 School Performance Plan: A Roadmap to Success

Addeliar Guy E.S. has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Lisa Meo for more information.

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School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	472	N/A%	1.9%	54%	19.3%	15.7%	1.3%	7.8%	16.53%	9.32%	%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	42.4%	67	47.6	48.0	61.5	58	23.8%	12.8%	45.2
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	43.5%	41	33.9	54.1%	51.5	54.8	22.5%	25.4%	59.2
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.1%	
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	391	398	399
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

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

Name	Role
Lisa Meo	Principal(s) <i>(required)</i>
Michael Dobbyn	Other School Leader(s)/Administrator(s) <i>(required)</i>
Michelle Brundage, Allison Goheen, Karry Hoff, Andrea Ochsenhirt, Dara Marquez, Sandra Salaires, Joleen Boelter, Jackie Long, Nicole Merkel	Teacher(s) <i>(required)</i>
Laura Perez	Paraprofessional(s) <i>(required)</i>
Tiffany Zisler, Lacy Pearce, Melissa Zuniga	Parent(s) <i>(required)</i>
N/A	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</i>



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Meeting	9/23/21	4	Distance learning was not consistent. Students were limited with technology. Students did not consistently attend online sessions. Additional small group instruction needed to support students and fill gaps. Possible tutoring options. Need more teachers. Schedule needs to be adjusted to support the kinder students.
Parent Survey and Data sent via Dojo and Parentlink	9/21/21	N/A	No one completed the online survey



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>Oral Reading Fluency MAPS Reading MAPS Math MAPS Science SLG Baseline data SBAC WIDA</i>	<i>Panorama Survey Student Survey</i>	Students have access to rigorous texts and tasks.
Problem Statement	<i>Students are lacking the basic foundational skills necessary to access grade level curriculum.</i>		
Critical Root Causes	<i>As evidenced by SBAC state assessments and MAP formative assessments, inconsistent effective Tier I instruction for all students, to include, content vocabulary, discourse, strategies, and critical thinking.</i>		

Part B

Student Success	
School Goal: A. Increase the percent of students meeting or exceeding the established growth target from X% (winter) to Y% (spring) by [year] as measured by	Aligned to Nevada’s STIP Goal: 3- All students experience continued academic growth.



- the math MAP Growth Assessment.
- B. Increase the percent of students meeting or exceeding the established growth target from X% (winter) to Y% (spring) by [year] as measured by the ELA MAP Growth Assessment.

Improvement Strategy: Provide targeted instruction to support all learners.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *ReadyGen EBI Level 3, enVisions EBL Level 3*

Intended Outcomes: *An increase in MAPS scores will be evident with consistent small group differentiated instruction.*

Action Steps:

- *Identify students needing additional support*
- *Work with classroom teachers to create a schedule*
- *Progress monitor students using AIMSweb data*
- *Formative assessments to check on student progress*
- *Higher level DOK questions*
- *Incorporate academic discourse*
- *Accountable Talks and sentence stems.*

Resources Needed:

- **Literacy Intervention program**
- **Math Intervention Program**
- **Staffing**
- **Sentence Stems**
- **Formative assessments**
- **Aimsweb literacy data**
- **Aimsweb math data**
- **DOK questions**
- **Cooperative Structures**

Challenges to Tackle: *Insert during Event 5*

- *Time*
- *Staffing*
- *Curriculum*
- *Professional Development*



Improvement Strategy: <i>Insert after Event 4</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Provide scaffolds to include sentence stems and discourse to increase understanding. Schoolwide information translates to both English and spanish.
Foster/Homeless: Provide scaffolds to include sentence stems and discourse to increase understanding. Counseling support. School Bell, MTSS, PBIS
Free and Reduced Lunch: Provide scaffolds to include sentence stems and discourse to increase understanding. School Bell, MTSS, PBIS
Migrant: N/A
Racial/Ethnic Minorities: Provide scaffolds to include sentence stems and discourse to increase understanding. Counseling services. School Bell, MTSS, BBIS
Students with IEPs: Push in and pull out support for students based on IEP goals.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Lesson Plans PLC Meetings Observations</i>	<i>PLC Meetings Committees</i>	<i>Schedules PLC Agenda Data</i>
Problem Statement	<i>Teachers do not have adequate time and aligned professional development to plan and implement effective instruction. Limited training and support have made it difficult for teachers to unwrap standards during structured PLC time. Teachers have difficulty tying in rigorous tasks that are aligned to standards.</i>		
Critical Root Causes	<i>Limited differentiated professional development opportunities to support teachers have resulted in ineffective tier 1 instruction to support all students equitably.</i>		

Part B

Adult Learning Culture	
School Goal: 100% of all staff will be trained on unwrapping standards and incorporating higher level thinking questions, cooperative strategies, discourse, and sentence stems.	STIP Connection: 2- All students have access to effective educators.
Improvement Strategy: <i>Implement PLC agenda that is created prior to weekly PLC meetings to ensure focus and preparedness of grade level.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC EBI Level 2</i>	
Intended Outcomes: <i>Increase students' mastery of foundational skills.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>PLC Agenda</i> ● <i>Professional Development on Depth of Knowledge</i> ● <i>Professional Development on Cooperative Structures</i> ● <i>Professional Development on Discourse</i> ● <i>Professional Development on Sentence Stems and Accountable Talk</i> ● <i>Professional Development on Unwrapping Standards and learning targets</i> 	



Resources Needed: <ul style="list-style-type: none">● <i>PLC agenda</i>● <i>Grade level standards</i>● <i>Cooperative structures</i>● <i>Sentence Stems</i>● <i>Depth of knowledge tools</i>● <i>Pacing guides</i>
Challenges to Tackle: <ul style="list-style-type: none">● Time● Teacher efficacy● Professional Development supports
Improvement Strategy: <i>Insert after Event 4</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Differentiated instruction, RTI, Family Engagement Activities, Translation supports for students and parents. Spanish/English translation on all flyers and letters sent from the school.



Foster/Homeless: Differentiation, counseling support, RTI, PBIS.

Free and Reduced Lunch: Differentiation, RTI.

Migrant: N/A

Racial/Ethnic Minorities: Differentiation, RTI, PBIS.

Students with IEPs: Differentiated instruction, Scaffolds and supports to meet student IEP.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey Student Survey Discipline Data</i>	<i>Teacher attendance Teacher Retention</i>	Parent Surveys Outreach Session Data
Problem Statement	<i>Students are not able to regulate their actions to emotions, calm themselves down when relating to frustration or sadness.</i>		
Critical Root Causes	Lack of exposure to problem and solution orientated strategies.		

Part B

Connectedness	
School Goal: Increase the percent of students who are able to regulate their emotions from 42% (fall) to 52% (spring) as measured by the Panorama Education Survey.	STIP Connection: <i>6-All Students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>School counselor will provide classroom lessons to all grade levels.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>SEL EBI Level 1</i>	
Intended Outcomes: <i>To increase the number of students who are able to self regulate their emotions and actions.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Implement PBIS strategies school wide</i> ● <i>Provide classroom lessons to support students</i> ● <i>Small Group sessions</i> ● <i>Trait of the week supported at morning ceremonies</i> 	



Resources Needed: <ul style="list-style-type: none">● Full time school counselor● PBIS training● PBIS behavior incentives● Panorama Survey● Character Traits
Challenges to Tackle: <ul style="list-style-type: none">● Time for counselor to model lessons● Consistent small group counselor lessons● Consistent school wide participation in PBIS
Improvement Strategy: <i>Insert after Event 4</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):
Intended Outcomes: <i>Insert after Event 4</i>
Action Steps: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Resources Needed: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Small group support. Translation support, counselor classroom lessons and small group lessons, Wrap around services Foster/Homeless: Wrap around services, Title 1 Hope, the Harbor, Care Solace. Counselor classroom lessons and small group lessons



Free and Reduced Lunch: Counselor classroom lessons, Small group Support, Wrap around services

Migrant: N/A

Racial/Ethnic Minorities: Counselor classroom lessons and small group lessons, Wrap around services.

Students with IEPs: Counselor classroom lessons and small group lessons



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Strategic Budget</i>	<i>\$5,040,198.00</i>	<i>Staffing, Operational Costs</i>	<i>Student Success Adult Learning Culture Connectedness</i>
Title I	\$171,810.00	Staffing, Parent Involvement	Student Success Adult Learning Culture Connectedness
Title III	\$4554.00	Professional Development, Student Learning Program	Student Success