



State Public Charter School Authority

TEACH Las Vegas – Elementary

School Performance Plan: A Roadmap to Success

2023 - 2024

TEACH Las Vegas- Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Andrea Moore

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Phone: 702-483-7125

School Designations: ☒ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on [\[Enter the Date Here\]](#)



School Continuous Improvement Team

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

Name	Role
Andrea Moore	Principal(s) <i>(required)</i>
Tricia Metzel	Other School Administrator(s) <i>(required)</i>
Gina Piet, Samantha Terranova, Jessica Scott	Teacher(s) <i>(required)</i>
Meghan Susser, Sandra Felix	Paraprofessional(s) <i>(required)</i>
Kelly Slade, Glenda Garcia	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at:

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/teach_las_vegas/2022/nspf/



School Goals and Improvement Plan

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

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
Returning students in grades K-5 showed growth in MAPS	New students in grades K-5 ability to show growth by EOY MAPS
Problem Statement: <i>How does academic performance vary between student groups?</i> Critical Root Causes of the Problem: <i>What instructional factors may have contributed to the problem?</i>	

Student Success							
School Goal: <i>Increase the percent of new K-5 students meeting or exceeding their growth target in reading from 40% in the Fall of 2023, to 60% by the Spring of 2023, as measured by the MAP Growth Assessment</i> Formative Measures: <i>MAP data from BOY, MOY, and EOY</i>	Aligned to Nevada's STIP Goal: <table><tr><td>☐ STIP Goal 1</td><td>☐ STIP Goal 2</td></tr><tr><td>☒ STIP Goal 3</td><td>☐ STIP Goal 4</td></tr><tr><td>☐ STIP Goal 5</td><td>☐ STIP Goal 6</td></tr></table>	☐ STIP Goal 1	☐ STIP Goal 2	☒ STIP Goal 3	☐ STIP Goal 4	☐ STIP Goal 5	☐ STIP Goal 6
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☒ STIP Goal 3	☐ STIP Goal 4						
☐ STIP Goal 5	☐ STIP Goal 6						
Improvement Strategy: <i>All students who score below the 40th percentile on the BOY MAP assessment will be provided with daily intervention. Using DIBELS data, 95 Percent Intervention program and progress monitoring, groups will be evaluated every 10 days and changed accordingly.</i> Evidence Level: <i>Tier/Level 1 – Exposing our students who are academically behind to daily small group instruction focusing on phonics, reading comprehension, and fluency will dramatically close the gap between our students.</i>	Lead: <i>Who is responsible for implementing this strategy?</i> Andrea Moore Tricia Metzel						



Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Harvard Education Press. <https://eric.ed.gov/?id=ED568744> Dabach, D., & Fones, A. (2016).

Katie Strickland
Gina Piet

Action Steps: What steps do you need to take to implement this improvement strategy?

- Assess all students in grades K-5.
- Identify specific students needing support.
- Collaborate with teachers to set up weekly push in schedule.
- Train paraprofessionals and teachers using the following Professional Development Standards: Resources - Training will consist of knowing what intervention programs will be used and how to implement them effectively. Data – Training will ensure that data will be measured correctly and used to determine students' growth and placement in intervention grouping. Implementation – Training will be consistent, relevant, and will support long-term academic changes for students.

Resources Needed: What resources do you need to implement this improvement strategy?

- Personnel – Paraprofessionals, classroom teachers, Teacher Mentor, and Literary specialist.
- Time – Full day of professional development prior to the beginning of the 23-24 SY. Monthly meetings held after school with paraprofessionals and teachers to review student data, discuss students' outcomes, and review/modify student intervention plans.
- Space/Location – Intervention groups will be conducted in any available space throughout the school.
- Materials – DIBELS materials, Chromebooks (1:1), 95 Percent materials

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Having enough staff to implement intervention groups.
- Potential Solution: Using Specials teachers during any "free" period to supplement staff needs for pulling intervention groups.

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

- Title I Funding

Resource Equity Supports¹: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups

¹ "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: *Connecting WIDA scores to MAP and DIBELS data to create best academic supports for EL students*
- Support: *EL Coordinator and EL Instructional Aide*

Foster/Homeless:

- Challenge: *Ensuring school properly identifies foster/homeless students and families*
- Support: *New data and reporting in Infinite Campus*

Free and Reduced Lunch:

- Challenge: *Ensuring school receives Income Verification forms from families*
- Support: *Embedding Income verification forms into the registration packet.*

Migrant:

- Challenge: *Ensure that all migrant families feel they have access to the school community where they are safe, their children are treated with respect and dignity, and are receiving a quality education.*
- Support: *Parent meetings, school outreach, community resources, all communication available in Spanish.*

Racial/Ethnic Groups:

- Challenge: *Ensuring that the academic gap between racial/ethnic groups is narrowing.*
- Support: *Evidence based instruction, teacher training, small group instruction*

Students with IEPs:

- Challenge: *Ensuring all students with IEP's are receiving academic, social, and emotional support.*
- Support: *Using Title I grant funds to hire additional Special Education staff aligned with APR indicators 3 and 17.*



Inquiry Area 2 – Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
TEACH LV is fully staffed.	Curriculum and data development
Problem Statement: <i>How will K-5 teachers use data to drive and enhance curriculum?</i> Critical Root Causes of the Problem: Many teachers are either new to teaching or have substitute teaching licenses and lack adequate training.	

Adult Learning Culture	
School Goal: <i>Provide intensive professional development based on curriculum and data to improve teacher impact on student achievement. Professional development will increase students MAP scores by 20% in grades K-5 by EOY 23-24.</i> Formative Measures: Teachers in grades K-5 will be proficient and confident by end of 23-24 SY in using curriculum and data together to increase student achievement	Aligned to Nevada's STIP Goal: <i>Remember to select STIP goals that are aligned to your goal, or your plan will be rejected.</i> ☐ STIP Goal 1 ☒ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: <i>Increase professional development opportunities and focus on data/curriculum.</i> Evidence Level: <i>Tier/Level 1 – Professional development that is relevant to the work that K-5 teachers conduct daily to increase their ability to teach effectively, support teacher retention rates, and improve student achievement.</i> <i>W. Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of</i>	Lead: <i>Who is responsible for implementing this strategy?</i> <i>Andrea Moore</i> <i>Tricia Metzel</i> <i>Katie Strickland</i> <i>Gina Piet</i>



Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2007033.pdf

Action Steps: What steps do you need to take to implement this improvement strategy?

- As a team of teachers and administrators, decide what data and curriculum we want to focus professional development around.
- Purchase (if needed) curriculum.
- Create a yearlong calendar with training, staff meetings, and professional development days.
- Create and provide meaningful/useful trainings either from administration, teachers, or outside curriculum representatives using the following Professional Development Standards: Implementation - Professional learning that will increase educator effectiveness. Outcomes – Professional learning that increases educator effectiveness and trains teachers how to use curriculum and data to support student learning outcomes. Equity – Professional learning that focuses on equitable access, opportunities, and outcomes with an emphasis on achievement.

Resources Needed: What resources do you need to implement this improvement strategy?

- Personnel – Administration, teachers, paraprofessionals, special education staff.
- Time – Beginning of the school year full day ½ day training. Training during the 5 professional development days during the 23-24 SY.
- Space/Location – Classrooms, multipurpose room, and conference room
- Materials – Curriculum, data, progress monitoring

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Finding meeting times that accommodate both school and teachers' contracted hours.
- Potential Solution: Offering training times before and after school along with staff meetings.

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

- TEACH LV has been awarded a High-Quality Teacher Enrichment and Retention Grant for the 23-24 SY. We will use this funding to purchase training materials, provide trainings, and a stipend for participating teachers.

Resource Equity Supports²: 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 groups face.) What, specifically, will you do to support them to overcome these challenges?

² "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

**English Learners**

- Challenge: *Ensuring all trainings have strategies to support our EL students.*
- Support: *Curriculum TEACH LV uses all have EL components that can be tied to data*

Foster/Homeless:

- Challenge: *Ensuring school properly identifies and supports our foster/homeless students.*
- Support: *Providing school support such as technology, school supplies, and community services.*

Free and Reduced Lunch:

- Challenge: *Properly identifying all students who qualify for FRL.*
- Support: *Using Infinite Campus and communication/relationships with parents.*

Migrant:

- Challenge: *Ensure that trainings address migrant students/families and their academic, social, and emotional needs.*
- Support: *Parent meetings, school outreach, school counselor, and community resources.*

Racial/Ethnic Groups:

- Challenge: *Ensuring that the academic gap between racial/ethnic groups is narrowing by using data.*
- Support: *Evidence based instruction, teacher training, small group instruction, data comparison at BOY, MOY, and EOY.*

Students with IEPs:

- Challenge: *Ensuring all students with IEPs receive effective and appropriate instruction.*
- Support: *Using curriculum to support IEP goals and data to update and support IEP's. These supports are aligned with APR indicators 3, 10, and 17.*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
Increased enrollment and retention of students.	Ensuring all stakeholders experience with TEACH LV is positive and encourages community.
Problem Statement: <i>How does TEACH LV ensure we are connecting academically, emotionally, and socially with our students, staff, and community partners?</i> Critical Root Causes of the Problem: TEACH LV will begin its third year of operation with an increased enrollment of 325 students from year one. The increased enrollment can make it difficult to connect with every student/family.	

Connectedness	
School Goal: <i>Teach LV developed and implemented socio-emotional professional development and increased family engagement during the 21-22 SY. The goal was to receive a 75% or higher in the “Favorable” category on the School Climate surveys given to students, parents, and staff. TEACH LV exceeded that goal by receiving an 85% “Favorable” rating in for the 21-22 SY.</i> Formative Measures: By the end of the 23-24 SY, 85% of feedback from the School Climate Survey will be “Favorable.”	Aligned to Nevada’s STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☒ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: <i>Provide staff and parent training on inclusion, racial/social equity, and communication.</i> Evidence Level: <i>Tier/Level 1 - When professional development and parent trainings are implemented in a meaningful way, all stakeholders benefit.</i> <i>Battistich, V., Solomon, D., Watson, M., Solomon, J., & Schaps, E. (1989). Journal of Applied Developmental Psychology, 10 (2), 147-169.</i>	Lead: <i>Who is responsible for implementing this strategy?</i> Andrea Moore Tricia Metzel Katie Strickland Gina Piet Edith Morales



Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous improvement in education*. Carnegie Foundation. <https://www.carnegiefoundation.org/resources/publications/continuous-improvement-education/> U.S. Department of Education, National Center for Education.

Action Steps: What steps do you need to take to implement this improvement strategy?

- *Providing a safe environment for teachers, students, and families.*
- *Provide time for teachers, students, and families to meet, collaborate, and build relationships.*
- *Provide events where the school community can come together.*
- *Create and provide meaningful/useful training either from administration, teachers, and staff using the following Professional Development Standards: Equity - Provide PD focused on racial and cultural equity. Implementation – Train administration, teachers, and staff on how to effectively implement strategies. Outcomes – Ensure that PD focuses on the intended outcomes for positive social-emotional growth.*

Resources Needed: What resources do you need to implement this improvement strategy?

- *Personnel – All stakeholder buy-in and participation from staff, students, families, and community*
- *Time – Beginning of the year PD. Monthly parent meetings. Weekly student focused assemblies.*
- *Space/Location – Classrooms, office, multi-purpose room*
- *Materials – Research based activities and trainings to support teachers and parents in understanding how important they are in the process of their student/children academically, socially, and emotionally.*

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- *Implementation Challenge: Willingness of all stakeholders to participate in programs and training.*
- *Potential Solution: Trainings that support communication. Providing trainings/events in the morning and evening so families have more opportunities to attend.*

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

- *Title II and school fundraising*

Resource Equity Supports³: 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 groups face.) What, specifically, will you do to support them to overcome these challenges?

³ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

**English Learners**

- Challenge: *Understanding and being sensitive to different cultures and cultural nuances*
- Support: *Communication training. Offering all communication in English and Spanish*

Foster/Homeless:

- Challenge: *Educating teachers on how to support our foster/homeless population who deal with different socio-emotional issues than their peers*
- Support: *School and community supports*

Free and Reduced Lunch:

- Challenge: *Overcoming the stigma of being classified an “FRL” student*
- Support: *Trainings, parent meetings, and confidentiality.*

Migrant:

- Challenge: *Ensuring all stakeholders are aware of cultural biases and the impacts they can have on students/families*
- Support: *Training and communication*

Racial/Ethnic Groups:

- Challenge: *Understanding different cultures celebrations, traditions, and cultural preferences*
- Support: *Training and educating all stakeholders*

Students with IEPs:

- Challenge: *Ensuring all students with IEP’s feel the same acceptance and support as their non-IEP peers*
- Support: *Outreach to families and social-emotional support throughout the school. These supports are aligned with APR indicators 8, 90, and 17.*

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
<i>New Families Open House</i> <i>Back to School Open House</i> <i>Open House/Title I Info Meeting</i> <i>Muffins w/ Moore</i> <i>Parents in the Driver’s Seat</i>	<i>7/19/23</i> <i>8/5/23</i> <i>8/24/23</i> <i>8/30/23</i> <i>8/30/23</i>	• <i>Add lessons learned after each outreach event.</i>



Professional Development	9/11/23	
Muffins w/ Moore	9/27/23	
Parents in the Driver's Seat	9/27/23	
Professional Development	10/9/23	
Parent/Teacher Conferences	10/10/23	
Trunk or Treat	10/20/23	
Muffins w/Moore	10/27/23	
Parents in the Driver's Seat	11/4/23	
TEACH Yard Sale		