Clark County School District

Cozine ES

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 Jodi Notch 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

School Goal	
Increase ELA projected CRT proficiency from 31% (fall) to 40% proficient on the CRT assessemnt (spring) in grades K-5 as measured by 2023 MAP Growth Assessment	
Improvement Strategies	**Evidence Level (1, 2, 3, 4)**
Student intervention groups during the school day	2
After-school tutoring	2

Resource Equity Supports: 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?

English Learners:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between students who are Current and Former English Learners (22.3% proficient in math; 25.5% in ELA) and students who are White/Caucasian (48.9% proficient; 57.1% in ELA).
- Support: *EL weighted funds, Title III funds. Tier 1 instruction delivered with scaffolds for EL students to focus on language and skill development, EL students that scored not proficient on the WIDA assessment attending tutoring before or after school for 45 mins 3 times a week. Students utilize Imagine Learning for support with language development. Students utilize Freckle, MAP Accelerator, and SmartyAnts for leveled instructional practice in the classroom.*

Foster/Homeless: N/A

- Challenge:
- Support:

Free and Reduced Lunch:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between students who are Economically Disadvantaged (23.2% proficient in math; 29.0% in ELA) and students who are White/Caucasian (48.9% proficient; 57.1% in ELA).
- Support: *Title I funds, At-risk weighted funds. Tier 1 instruction delivered with skill focused groups to provide context for instruction, students that scored not proficient on the MAP assessment attending tutoring before or after school for 30 mins 3 times a week. Students utilize Freckle, MAP Accelerator, and SmartyAnts for leveled instructional practice in the classroom.*

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between students who are Black/African-American (20.0% proficient in math; 27.6% in ELA) and students

who are Hispanic (26.2% proficient in math; 33.3% in ELA) compared to students who are White/Caucasian (48.9% proficient; 57.1% in ELA).

- Support: *Hope[2] funds. TTier 1 instruction delivered with skill focused groups to provide context for instruction, students that scored not proficient on the MAP assessment attending tutoring before or after school for 30 mins 3 times a week. Students utilize Freckle, MAP Accelerator, and SmartyAnts for leveled instructional practice in the classroom.*

Students with IEPs:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between Students with IEPs (13.5% proficient in math; 16.2% in ELA) and students who are White/Caucasian (48.9% proficient; 57.1% in ELA).
- Support: *IDEA funds. Students with designated IEP goals provided support with Tier 1 instruction based on current goals based on eligibility (self-contained, resource pull out, resource push in). Students utilize Freckle, MAP Accelerator, and SmartyAnts for leveled instructional practice in the classroom.*

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

Inquiry Area 2 – Adult Learning Culture

School Goal	
100% of school licensed staff will participate in monthly Impact Teams meetings to improve collaboration as measured by Impact Teams attendance records and agendas	
Improvement Strategies	**Evidence Level (1, 2, 3, 4)**
Data meetings using the Impact Teams format	2

Resource Equity Supports: 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?

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Inquiry Area 3 – Connectedness

School Goal	
A) Assign all new students to house, B) continue to provide ways for students to earn house points based on Cozine Essentials vision, C) provide schoolwide incentives for house winners, D) support staff participation by providing staff house challenges, E) provide house system training to staff and administration school year as measured by meeting attendance and agendas, admin observations, staff and student rosters of house assignments	
Improvement Strategies	**Evidence Level (1, 2, 3, 4)**
Implementing a house system and Cozine Essentials	2

Resource Equity Supports: 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?

English Learners:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between students who are Current and Former English Learners (22.3% proficient in math; 25.5% in ELA) and students who are White/Caucasian (48.9% proficient; 57.1% in ELA).
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- Challenge:
- Support:

Free and Reduced Lunch:

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Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: On the 2021-2022 NSPF, there is an achievement gap in MATH and ELA between students who are Black/African-American (20.0% proficient in math; 27.6% in ELA) and students who are Hispanic (26.2% proficient in math; 33.3% in ELA) compared to students who are White/Caucasian (48.9% proficient; 57.1% in ELA).
- Support: *Hope[2] funds*

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