



CORAL ACADEMY OF SCIENCE LAS VEGAS

CASLV Nellis AFB Elementary - NSPF Notice of Concern Corrective Action Plan - Summary Report - 2021-2022 SY

Introduction

Coral Academy of Science Las Vegas - Nellis AFB Campus successfully achieved a 4-star rating entering the 18-19 SY as measured by the Nevada School Performance Framework (NSPF). Entering the 19-20 SY, the CASLV Nellis AFB Campus was assigned separate ratings for middle school and elementary school. The NSPF preliminary results indicated a school rating of 5 stars for the middle school and 2 stars for the elementary school.

Problem Statement

Based on analysis of the various data sources, CASLV Nellis AFB's preliminary NSPF rating of 2 stars for the elementary school was attributed to a number of factors. These factors include Smarter Balanced (SBAC) test scores, student chronic absenteeism, and structures/operations concerning communication and culture.

Objective

To achieve an elementary school rating of 4 stars as measured by NSPF by means of increasing student achievement and growth in math and reading, developing and maintaining consistent and strategic student attendance practices, and fostering a culture of collaboration, data-driven decision making, positive communication, and family/student engagement.



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Progress Report Per School Performance Plan 20-21 SY

Priority Need/Goal 1 - Proficiency

Our goal is to continue to increase the number of students meeting proficiency standards at all levels in ELA and Math to achieve a 3 star status at CASLV Nellis Elementary as measured by NSPF.

Our goal is to increase the number of students meeting the SGP target for closing opportunity gaps at all levels in ELA and Math to attain (ES) maintain (MS) high achieving star status as measured by NSPF

Measurable Objectives - Proficiency

- Increase the percentage of students meeting proficiency standards on SBAC in ELA and Math by the following measures:
- Elementary School:
 - ELA - 55% - Increase by 5% as measured by NSPF.
 - Math - 41% - Increase by 7% as measured by NSPF.
- Middle School:
 - ELA 66% - Increase by 5% as measured by NSPF.
 - Math - 47% - Increase by 5% as measured by NSPF.

Priority Need/Goal 1 cont'd (SGP)

To increase the number of students meeting the SGP target for closing opportunity gaps at all levels in ELA and Math to maintain high achieving star status as measured by NSPF.

Measurable Objectives - SGP

- Increase the percentage of students meeting the SGP target for closing opportunity gaps on SBAC by the following measures:
- Elementary School:
 - ELA 61% - Increase by 5% as measured by NSPF.
 - Math - 36% - Increase by 7% as measured by NSPF.
- Middle School:
 - ELA 73% - Increase by 5% as measured by NSPF.
 - Math - 56% - Increase by 5% as measured by NSPF.



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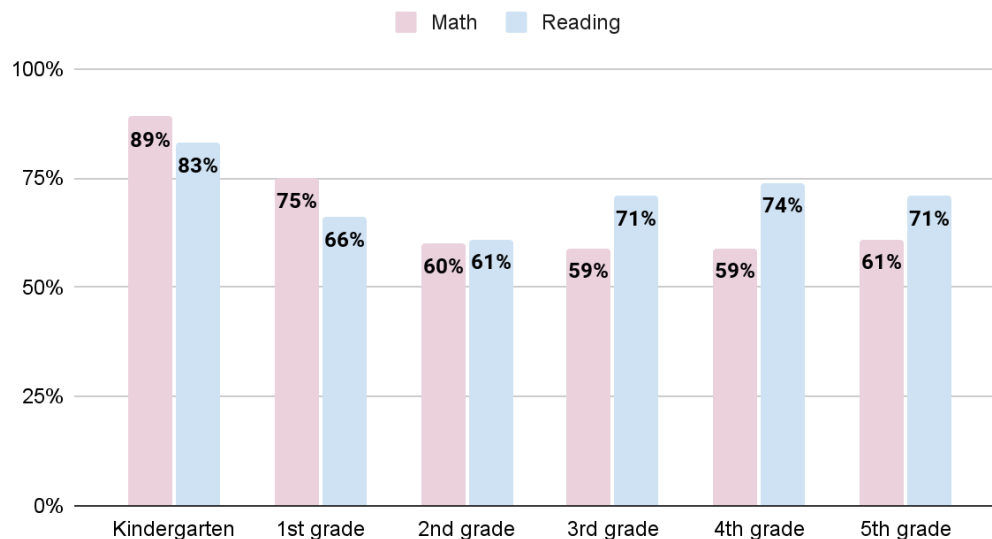
● Goal 1 Progress Notes and Action Plan

- Focused intervention program, targeting struggling students, has been implemented across elementary grade levels
- True Professional Learning Communities (PLC's) to foster student diagnostic data analysis (ESGI, IXL) to drive intervention practices (consistent progress monitoring)
- SBAC predictive studies through NWEA MAP - train teachers in analyzing MAP Student Profile Reports.
- For this school year, the school plans to resume SBAC Saturday Sessions (focus on students predicted to score a 2 or 1 - achievement, focus on students who scored a 2 or 1 the previous school year - growth).
- Academic Assistant Principals will continue to conduct and facilitate training and PD for grade level data analysis, progress monitoring, diagnostics, and Tier II intervention practices.
- The school is utilizing AIMS WEB along with NWEA MAP for more consistent progress monitoring and more informed intervention practices

Current Beginning of Year Proficiency Results (Fall NWEA MAP)

- Kindergarten
 - Math - 89% proficient
 - Reading - 83% proficient
- Grade 1
 - Math - 75% proficient
 - Reading - 66% proficient
- Grade 2
 - Math - 60% proficient
 - Reading - 61% proficient
- Grade 3
 - Math - 59% proficient
 - Reading - 71% proficient
- Grade 4
 - Math - 59% proficient
 - Reading - 74% proficient
- Grade 5
 - Math - 61% proficient
 - Reading - 71% proficient

CASLV Nellis AFB - NWEA MAP 2021 Fall Results - Elementary

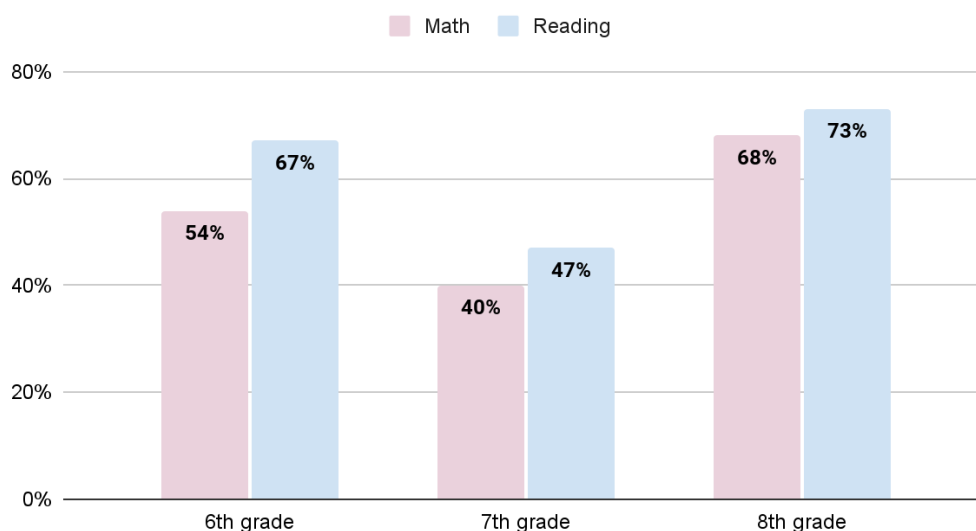




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- Grade 6
 - Math - 54% proficient
 - Reading - 67% proficient
- Grade 7
 - Math - 40% proficient
 - Reading - 47% proficient
- Grade 8
 - Math - 68% proficient
 - Reading - 73% proficient

CASLV Nellis AFB - NWEA MAP 2021 Fall Results - Middle School



There is a continuous focus on growth and proficiency, as analyzed on Fall NWEA MAP data. Beginning of year Fall NWEA MAP student results indicate various areas of strength as highlighted in green (higher than 70%). Furthermore, there are significant proficiency rates across all grade levels in both Math and Reading. However, more intervention is needed in 7th grade math and reading, as their proficiency rates are at 40% and 47%, respectively. Small group intervention will continue to focus on these students, with teachers providing Tier 2 interventions and scaffolding. Furthermore, we are identifying all students scoring in the 21st percentile and below to receive intensive Tier 3 intervention. Teachers are in the process of establishing student goal-setting on MAP and IXL both with students and parents. Furthermore, there will be additional tutoring available before/after school, SBAC Saturday Support Sessions, and small group interventions with teachers and the school's literacy specialist.



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Priority Need/Goal 2

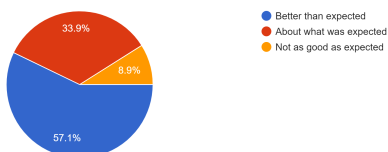
Our goal is to build systematic partnership, collaboration, and engagement with families and military community members.

Measurable Objectives:

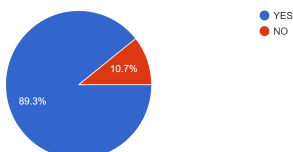
- **Increase the percentage of families/parents participating in school facilitated workshops and programs by 20%, as measured by the CASLV Parent Engagement Survey.**

- **Goal Progress Notes**
 - The school has grown in effective engagement and communication with students and families, especially with regard to distance learning and blended in-person learning expectations. The school utilizes Canvas as each student and teacher's LMS to organize and facilitate academic activities, communication, and expectations.
 - The school has hosted various surveys to establish communication and elicit feedback from parents in order to make informed decisions that affect their child and the overall school community. This includes Cohort Commitment surveys, Learning Experience Surveys, Arrival & Dismissal Surveys, etc.
 - Ex. Results from Learning Experience Survey - Spring 2021

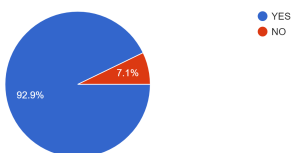
Overall, how is In-Person Learning going for your child?
56 responses



Do you feel the communication is effective between the teacher(s) and parents?
56 responses



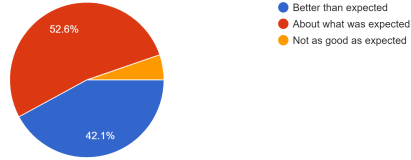
Do you feel the communication is effective between the teacher(s) and students?
56 responses



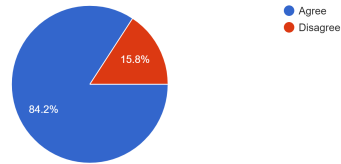


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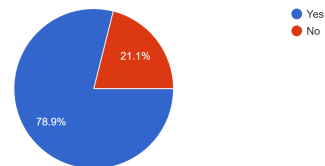
Overall, how is Distance Learning going for your child?
19 responses



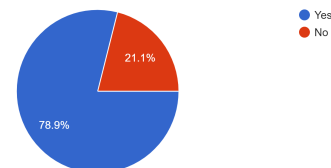
The assigned classwork has been clearly explained and easy for my child to follow.
19 responses



Do you feel the communication is effective between the teacher(s) and students?
19 responses



Do you feel the communication is effective between the teacher(s) and parents?
19 responses



- The school has established effective and systematic partnerships with Nellis AFB leadership. The base leadership (Mission Support Group) and the school have developed various systems and protocols to streamline family/student expectations, strengthen school operations, and maintain and increase family engagement. Examples include the school enrollment process, family events such as the Fall Halloween Festival/Parade, Winter Festival, Purple Up/Month of the Military Child, assistance in state testing preparation, etc.



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Priority Need/Goal 3

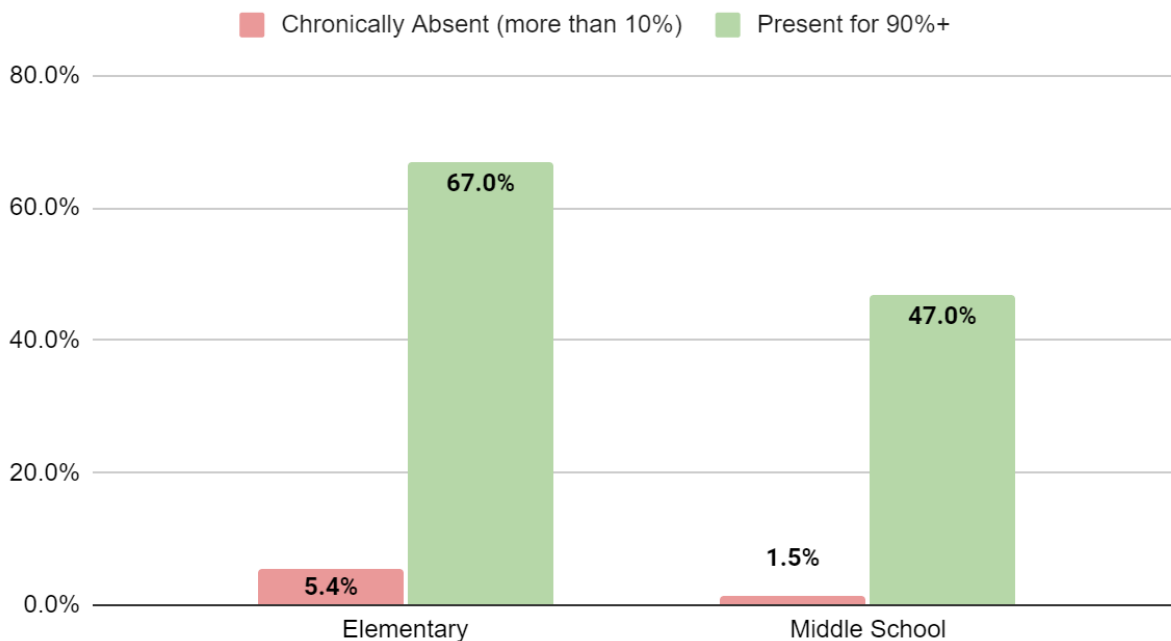
Develop a program and updated policy on attendance and extended absences as it pertains to military related student attendance matters.

Measurable Objectives:

- **Improve overall student attendance by reducing the chronic absenteeism rate:**
 - **Elementary - 86 students - 12.7% (reduce by 5%)**

- **Goal 3 End-of-Year Progress Notes (20-21 SY)**
 - **Current Chronic Absenteeism Rate (at least 91 days enrolled)**
 - **Elementary - 34 students - 5.4% (out of 633 students)**
 - **Middle School - 3 student - 1.5% (out of 205 students)**

CASLV Nellis AFB - Chronic Absenteeism Rate



- **Action steps**
 - Streamlined attendance practices
 - Training for teachers and office staff on daily/weekly/monthly attendance practices
 - Implemented new attendance policy for pre-arranged absences (5+ days),
 - Mandatory parent meeting with admin, review options/implications of absences
 - Anticipate and mitigate military related issues ahead of time.



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- (Vacations after TDY, post-deployment, extenuating situations)
- Clear communication to parents regarding Independent Study, Homebound Education (10+ days), or Distance Learning (COVID-19 related) scenarios.
- Will implement attendance awards/incentives for students during this school year.
- Clear parent communication regarding effect of chronic absenteeism (systematic letters, academic plans, potential retention) - Continued communication needed
- Public parent meeting/presentation was held, communicating and collecting feedback from military families.
- The number of students who missed school days has decreased overall.
 - **Data from January 31, 2020 shows that 6.2%** of students are projected to be chronically absent, which is down by 6.5% from last year's chronic absenteeism rate (12.7%).
 - **Data from May 28, 2021 shows that 5.4% of elementary students and 1.5% of middle school students** were chronically absent. The elementary rate is down by 7.3% from the 18-19 chronic absenteeism rate (12.7%).
 - To reduce chronic absenteeism, the school has corresponded with parents to improve overall attendance and communicate extended absences. When a student misses school, teachers and administration ensure that there is immediate communication in order to make sure that the child's academic and physical well-being are maintained. This includes communication of potential extended student absences due to extenuating circumstances (i.e. vacation post TDY or deployment, military travel, serious medical issue). Administration refers families to appropriate school and school and local base services such as academic plans for extended absences, school liaison officer, military family life counselor, etc.



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Additional Parent Engagement Efforts

- **Public Parent Meeting/Presentation Regarding NSPF 2 Star Rating**
- **2019-2020 SY**
 - **Presentation:** During the 19-20 SY, the principal of the school, Jonathan Yutuc, and his administrative team, presented on two major topics to parents and attendees of the public parent meeting. The topics discussed were 1) Improvement of academic achievement and growth as measured by SBAC and 2) Improvement of attendance/chronic absenteeism. Parents were informed of the SBAC test and what it entailed along with our efforts to improve student outcomes, including SBAC Saturday School, focused skill-based intervention groups, professional development, data-driven instruction, and test practice. Attendees also received information regarding the unique attendance challenges that the school is faced with, serving predominantly military students and families. School leadership discussed strategies to address extenuating military circumstances, such as family vacations post-TDY or post-deployment, visit to a new PCS location, etc. Strategies included potential eligibility for Independent Study programs and partnering with base leadership to improve communication of attendance.
 - **Feedback from parents/attendees:** Parents and attendees were able to provide valuable feedback to school administration regarding the presented action plan for improvement. With regard to targeting student achievement, parents expressed that it would be beneficial to educate parents on how to best support students at home. This also included interpretation of MAP testing results, how to use programs such as Infinite Campus and Google Classroom, and how to ensure that all students (not solely struggling students) receive support for SBAC prep. With regard to chronic absenteeism, it was suggested that school and base leadership can partner to communicate the importance of attendance. Similar to academics, it was suggested to hold informational parent meetings to educate parents on attendance requirements and regulations.
- **2020-2021 SY**
 - **Presentation:** An in-depth SBAC Parent Workshop titled *What Parents and Students Should Know About SBAC* was held before SBAC testing. Parents were invited to participate via Zoom. This parent workshop and Q & A session touched on the overview of SBAC exams, how these results and other criteria play into NSPF, the importance of the NSPF school rating system, and overall test-taking strategies and resources to support success and readiness for the SBAC tests. To see a copy of the presentation, please click [here](#).



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- **2021-2022 SY**
 - **PEP Talks** (Parent Engagement with the Principal)
 - Monthly PEP Talks (Parent Engagement with the Principal) will be held each month via Zoom for parents and families to engage with the principal and school leadership. Parents will be encouraged to participate in a certain educational topic of discussion such as student achievement, working with students at home, social and emotional learning, and important school updates/improvements. Furthermore, these PEP talks will also serve as training opportunities for parents on school programs, policies, and procedures as well as a way to gather valuable feedback from parents on such programs. There will be norms established which will foster positive and uplifting interactions between parents, staff, and school leadership.