



CLARK COUNTY SCHOOL DISTRICT

# PATHWAY FOR SUCCESS

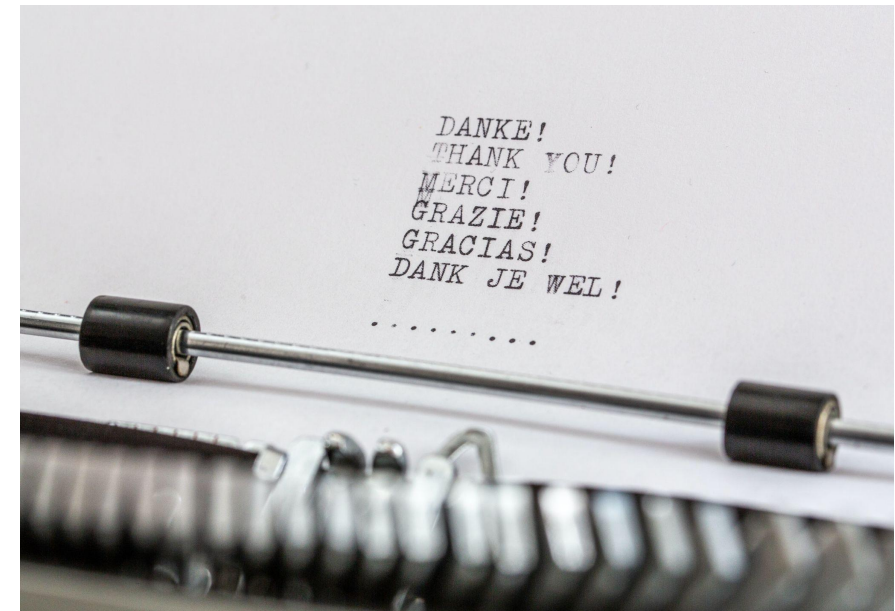
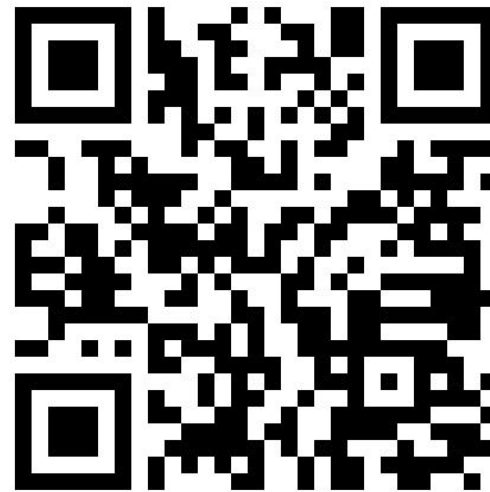
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*Keller Elementary*

January 2023  
Community Meeting



Thank you for taking an active role in your child's educational journey.





# GOALS

- Present the 23-24 Title 1 Budget Plan and gain parent input for planning.
- Understand the shifts in classroom instruction and how student progress is communicated.
- Promote student success through equitable grading by exploring priorities in Regulation 5121, Student Progress: Grading (Grades Kindergarten through Twelve).
  - Schoolwide Grading Policy



# Grading: WHY THE SHIFT?

- Standards and expectations have changed.
- Opportunities for all students to succeed.
- Accurate communication to families and students is required for success.
- Support from our school community is critical.



# PRIORITY AREAS

- Implement an equal (balanced) grading scale.
- Remove behavior from the grading process.
- Implement a consistent reassessment policy to include opportunities for reflection, revision, and reassessment in order to ensure mastery of the Nevada Academic Content Standards (NVACS) and District curriculum for all students.
- Implement consistent weighting and categories in the Infinite Campus Grade Book for recording formative and summative assessments.





# IMPLEMENT AN EQUAL (BALANCED) GRADING SCALE

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</i>
2 Meets 1 Approaches	A 90–100% B 80–89% C 70–79% D 60–69% F 50–59% W Working on standards below grade level	Excellent Above Average Average Below Average Emergent	E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

- Provides equity and accuracy in grade calculations.
- Equal interval scale reporting achievement from 50–100 percent.

# REMOVE BEHAVIOR FROM THE GRADING PROCESS

- Academic performance will be the only factor included in student grades.
- Students will no longer be penalized through the academic grade for late work submitted within the established guidelines, participation, responsibility, etc.
- Behaviors will be reported separately as a successful learner behavior or citizenship grade.

**FERTITTA MIDDLE SCHOOL CITIZENSHIP RUBRIC**

Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, following the Fertitta 15 principles, and overall attitudes. Begin by reviewing the criteria for Outstanding Citizenship. To earn an 'O,' the student must meet the criteria for that level. If not, they move to the satisfactory level. Again, in order to earn an 'S,' the student must meet the criteria for that level. Continue for 'N,' and 'U.' Below is the school wide citizenship rubric used to determine student behavior and performance.

Fertitta Middle School Citizenship Rubric				
	Unsatisfactory	Needs Improvement	Satisfactory	Outstanding
<b>Follows the Fertitta Fifteen</b>	The student has difficulty following the Fertitta Fifteen without continuous redirection.	The student follows the Fertitta Fifteen occasionally.	The student follows the Fertitta Fifteen.	The student follows the Fertitta Fifteen, registers it as being significant, and models for others.
<b>Follows Classroom Rules</b>	The student has difficulty following classroom rules daily without continuous redirection.	The student needs occasional reminders of classroom rules.	The student follows classroom rules.	The student follows classroom rules consistently and models for others.
<b>Follows Directions</b>	The student has difficulty following directions daily and needs continuous redirection.	The student follows directions after reminders are given or a consequence is stated for not choosing to follow directions.	The student follows directions without redirection from the teacher.	The student consistently follows directions without redirection from the teacher and assists others with directions.
<b>Accepts Responsibility</b>	The student has difficulty accepting responsibility and needs continuous redirection.	The student needs to be occasionally reminded of his/her responsibility.	The student accepts responsibility with minimal reminders from the teacher.	The student consistently accepts responsibility without any reminders from the teacher.
<b>Works Independently</b>	The student has a difficult time staying on task without constant supervision.	The student can work independently with occasional redirection.	The student works independently.	The student works independently with ease and determination. The student demonstrates strong focusing skills.
<b>Works Cooperatively</b>	The student takes over and does all the work without others' input or is not an active participant in the group.	The student willingly participates in the group and needs only occasional assistance from the teacher regarding appropriate group behavior.	The student is an active participant in the group and completes tasks assigned in a cooperative manner.	The student is consistently an active participant in the group, completes tasks assigned in a cooperative manner, and engages others.

# REMOVE BEHAVIOR FROM THE GRADING PROCESS AT Keller Elementary

- Behavior will be recorded under learning behaviors.
- At Keller ES we use E - Excellent

S - Satisfactory

N - Needs Improvement

The learners behavior are assessed on the following categories: Follows school rules, follows classroom rules, follows directions, works independently, and works cooperatively.

Keller Elementary Citizenship Rubric

	Unsatisfactory	Satisfactory	Excellent
<b>Follows Keller School Rules</b>	The student has difficulty following Keller school rules daily and needs continuous redirection.	The student follows Keller School rules.	The student follows the Keller School rules and is a model for others.
<b>Follows classroom Rules</b>	The student has difficulty following classroom rules daily and needs continuous redirection.	The student follows classroom rules	The student follows classroom rules consistently and models for others.
<b>Follows directions</b>	The student has difficulty following directions daily and needs continuous redirection.	The student follows directions without redirection from the teacher.	The student consistently follows directions without redirection from the teacher and is a model for other students.
<b>Accepts Responsibility</b>	The student has difficulty accepting responsibility and needs continuous redirection.	The student accepts responsibility with minimal reminders from the teacher.	The student consistently accepts responsibility.
<b>Works Independently</b>	The student has a difficult time staying on task without constant supervision.	The student works independently.	The student works independently with ease and determination. The student demonstrates strong focusing skills.
<b>Works Cooperatively</b>	The student takes over and does all the work without others' input or is not an active participant in the group.	The student is an active participant in the group and completes tasks assigned in a cooperative manner.	The student is consistently an active participant in the group, completes tasks assigned in a cooperative manner, and engages others.



# IMPLEMENT A CONSISTENT REASSESSMENT POLICY

Reassessment Is	Reassessment Is Not
<ul style="list-style-type: none"> <li>● An opportunity for students to show new mastery of a skill or content honoring students learn at different rates.</li> <li>● Prioritized for identified standards.</li> <li>● Coupled with a timeline and new learning that addresses student deficits.</li> <li>● Only for learning targets/standards students did not master.</li> <li>● Using an alternate method of assessment based on student needs.</li> <li>● A natural part of learning, as the curriculum spirals through the year.</li> <li>● Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.</li> </ul>	<ul style="list-style-type: none"> <li>● A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade.</li> <li>● Provided for every assessment on every standard.</li> <li>● Retaking the test right away without any preparation or deadlines.</li> <li>● Doing all parts of the assessment again.</li> <li>● Taking the same test until answers have been memorized.</li> <li>● Making ten different assessments for each standard.</li> <li>● Making students irresponsible and unprepared for the real world.</li> </ul>

- Include opportunities for reflection, revision, and reassessment in order to ensure mastery of the NVACS and District curriculum for all students.

# REASSESSMENT POLICY AT Keller Elementary School

- As a school, it is our policy that students are given the opportunity to show progress towards standards mastery. Students who receive a C (70-79%), D (60-69%), or F (50-59%) will be given the opportunity to complete test corrections or reassess on a standard. Students and/or their families must communicate the desire to show progress toward the standard with the teacher **within a four week period**. Teachers will then work with students to create a plan for reassessment. Teachers may give students an alternate or different version of the assessment. Assessment retakes and corrections must be completed prior to the semester deadline:
- Semester one deadline: Wednesday, December 7, 2022
- Semester two deadline: Wednesday, May 10, 2023
- **Students and/or families are responsible for requesting and scheduling the reassessment with the teacher.**

# CONSISTENT WEIGHTING AND CATEGORIES

## Recording Formative and Summative Assessments

2021–2022:

- Formative 0–25 percent
- Summative 75–100 percent

2022–2023:

- Formative 0–20 percent
- Summative 80–100 percent

2023–2024:

- Formative 0–10 percent
- Summative 90–100 percent



Low Stakes = Practice



High Stakes = Game Day



# WEIGHTING AND CATEGORIES AT Keller Elementary School

## Recording Formative and Summative Assessments

2021–2022:

- Formative 10 percent
- Summative 90 percent

2022–2023:

- Formative 10 percent
- Summative 90 percent

2023–2024:

- Formative 10 percent
- Summative 90 percent



Low Stakes = Practice



High Stakes = Game Day

# 2023 - 2024 Title 1 Budget Plan

## **Amount allocated: \$263, 910**

One Learning Strategist to assist students struggling with math concepts.

One class size reduction teacher in grade 4 to reduce the number of students in each fourth grade class for an optimal learning environment.

One Certified Temporary Tutor to assist students with literacy.

Two instructional assistants to assist students with math and reading.

Online programs: STAR reading assessment, Accelerated Reader 360, and myON to assist students in literacy.

Prep buy-outs for licensed staff to collaborate and plan for instruction.

Instructional materials.

Family Nights for Literacy, Math, and Science (materials, refreshments, and extra-duty pay for staff)



# 2023-2024 Title 1 Budget Plan

Questions/Comments/Input/Feedback

Please complete the parent evaluation form.





“The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.”

*Author Joe Feldman, Grading for Equity*

# Keller ES

## 23-24 Title 1 Budget Plan

Review school wide goals for the 2023-2024 school year:

- Increase the percent of students meeting their adequate growth percentile (AGP) in ELA from 46.1% in 2022 to 50% by 2023 and the AGP in Math from 50.4% in 2022 to 55% by 2023 as measured by the 2023 SBAC.
- Students will meet and/or exceed projected growth in Reading and Math from Fall to Spring as measured by the Spring 23' MAP Growth Assessment.
- The Title 1 Math Learning Strategist will provide extra support to students in grades 2-5 who scored between the 21st and 40th percentiles in Math on the MAP Growth Assessment. In addition, K-5 classroom teachers will work with students who scored below the 21st percentile in Math on the MAP Growth Assessment during daily Math intervention time.

To achieve our school goals, the following is planned for the 2023-2024 Title 1 Budget Plan:

Awarded amount: \$263, 910

- One Learning Strategist for Math Instruction
  - Two Instructional Assistants to provide small group instruction in reading
- One 4th or 5th grade teacher to lower class sizes from 36 to 40 to 25 to 28 students
  - Online programs to support reading instruction:
    - myON
    - Accelerated Reader
  - Reading diagnostic program: Star Reading Assessment
- Prep-buy outs for teachers to collaborate and plan for instruction

Questions?







CLARK COUNTY  
SCHOOL DISTRICT

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