



Equipo Academy

2021-2022 School Performance Plan: A Roadmap to Success

Equipo Academy 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 our main office for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



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 | 797 | N/A | 0.63% | 95.48% | 11.76% | 1.88% | 0.13% | 0.25% | 5.52% | 35.26% | 100.00% |
| District | 53,223 | 0.42% | 7.66% | 35.0% | 11.92% | 34.67% | 1.59% | 8.74% | 9.56% | 7.80% | 39.49% |
| State | 481,345 | 0.82% | 5.51% | 43.44% | 1.63% | 29.97% | 1.48% | 7.03% | 12.41% | 13.37% | 73.15% |

| 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 | 14.5% | N/A | N/A | 37.5% | N/A | N/A | 20.6% | N/A | 35.4% |
| | District | 45.3% | N/A | N/A | 57.4% | N/A | N/A | 40.0% | N/A | 26.8% |
| 2019 | School | 30.9% | 68.0% | 33.7% | 47.8% | 65.0% | 52.9% | 41.1% | N/A | 35.0% |
| | District | 48.4% | 58.0% | 44.4% | 60.0% | 56.0% | 61.4% | 39.6% | N/A | 38.4% |
| 2020 | School | 7.1% | N/A | N/A | 26.7% | N/A | N/A | 18.8% | N/A | N/A |
| | District | 36.4% | N/A | N/A | 53.2% | N/A | N/A | 36.3% | N/A | N/A |



| 4 Year ACGR | | | |
|-----------------|---------------------|---------------------|---------------------|
| | Grad Rate 2017-2018 | Grad Rate 2018-2019 | Grad Rate 2019-2020 |
| School | N/A | 94.9 | >95.0 |
| District | 65.3 | 70.0 | 84.1 |

| School Climate Data | | | |
|---------------------|----------------------------------|---------------|------------------|
| | Cultural & Linguistic Competence | Relationships | Emotional Safety |
| School | 400 | 377 | 370 |
| District | 370 | 355 | 344 |

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 |
|---|---|
| Ben Salkowe, Principal | Principal(s) (required) |
| Emily Bassier, Dean of Faculty Anna Parra, Dean of Students Rosa Garcia, Dean of Families | Other School Leader(s)/Administrator(s) (required) |
| Cristella Gonzalez, Sixth Grade Class Advisor Rachael Vaughan, Seventh Grade Class Advisor TBD, Eighth Grade Class Advisor Alicia Nichols, Ninth Grade Class Advisor Jesus Lopez-Rojas, Tenth Grade Class Advisor Cara Fergiels, Eleventh Grade Class Advisor James Zaw, Twelfth Grade Class Advisor Juan Espinoza-Cuellar, Director of Emergent Bilingual Programs Schyler Merrills, Director of Special Education | Teacher(s) (required) |
| Angelica Jacobo, Coordinator for Special Education Libia Gallego, Coordinator for Emergent Bilingual Programs | Paraprofessional(s) (required) |
| Vivian Perdomo, Parent of Student and Alumnus Miriam Sotelo, Parent of Multiple Students and Alumni | Parent(s) (required) |



School Community Outreach

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

| Outreach Event | Date and Time | Number in Attendance | Key Takeaways |
|--|---|--|---|
| Individual Family Meetings and Commitment Signings | August-September 2021 (Individually Scheduled as Community and Home Visits) | 832 Families | Every family had an individual, face-to-face meeting with an advisor on our staff to discuss the school's expectations, progress, goals, and reporting for the upcoming school year. |
| Family Resource Fair | September 1, 2021 at 6 p.m. | ~100 Families (Multiple events held ongoing) | Schoolwide families held a Title I meeting and then visited community organizations and partners set-up around the building offering introductions to their programs and resources. |
| Family Multicultural Night | November 9, 2021 at 6 p.m. | ~250 Families | Schoolwide families participated in trainings and programming centered on school DEI work and increased awareness of local and global cultures. Throughout the event families had the opportunity to engage with administrators, teachers, and all staff directly |
| 8 th Grade Family Meeting | November 16, 2021 at 5:30 p.m. | ~80 Families (Makeup events ongoing) | Eighth grade families analyzed achievement data and discussed and set goals while also reviewing and looking at the benchmark assessments their students will take through this year. Similar events are upcoming for other grades. |



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>SBAC data were reviewed and State assessed math proficiency decreased by a factor of four during the COVID-19 pandemic.</i> | <i>Nevada School Climate Survey data as well as internal benchmark data were reviewed and showed that while overall indicators remain above average</i> | <i>During the COVID-19 pandemic many students relied on tools such as Khan Academy and other procedural math practice applications that limited their engagement with deep, authentic, rigorous tasks.</i> |
| Problem Statement | <i>Students need high-impact, rigorous math instruction to overcome missed learning and the health and wellness resources to engage deeply and successfully. State assessed math proficiency decreased by a factor of four during the COVID-19 pandemic and the team believes this stems from the unique challenges of differentiating and monitoring math learning in an online environment and an environment in which underserved communities and students were particularly disadvantaged in their access to instruction.</i> | | |
| Critical Root Causes | <i>Limitations of online instruction, pre-existing math gaps, and the mental and physical health challenges experienced by students and families during the pandemic all undercut instruction and the validity of assessments.</i> | | |

Part B

| Student Success | |
|---|--|
| School Goal: <i>By the next state math exam reduce the gap between school and district math proficiency by 10 percent or more.</i> | Aligned to Nevada's STIP Goal: <i>Goal 3</i> |
| Improvement Strategy: <i>Launch a teaching fellowship program to double the instructional capacity of each math classroom (a lead instructor and an teaching fellow always present), accelerate learning, and create a pipeline of trained math educators for the school and community.</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4- Demonstrates a Rationale (What Works Clearinghouse</i> | |



puts Teach For America model as level 1 strong evidence across six studies for impact on math achievement, but our program will be unique to our campus and will use younger college students (still completing degrees) for fellows.)

Intended Outcomes:

Students working in math classrooms with a lead teacher and a teaching fellow will receive more frequent feedback, interventions, and differentiated instruction each day and every week. These students will experience accelerated learning leading to greater than average growth on progress monitoring measures and increased proficiency on the state assessments.

Action Steps:

- *Determine what financial resources are available through Title and ESSER funding (completed June 2021).*
- *Identify timeline for hiring fellowship coordinator and fellows in time for new teacher orientation (completed August 2021).*
- *Train and onboard teaching fellows and launch partnerships with teaching mentors (completed September 2021).*
- *Implement co-teaching models in classrooms and initiate observation-feedback cycles for fellows and program.*
- *Provide midyear and end of year evaluations for fellows to determine individual next steps.*
- *Review spring data to determine program next steps.*

Resources Needed:

- *Budget for coordinator, fellows, and mentors.*
- *TLAC coaching resources and training materials*
- *Evaluation models and procedures*

Challenges to Tackle:

- *Finding financial resources given limited budget and grant funding challenges.*
- *Hiring a quality pool of fellows on a short timeline*
- *Onboarding new staff members and supporting during pandemic challenges*
- *Teache-fellow working relationships*

Improvement Strategy: *Provide differentiated, self-paced conceptual math practice to all students using an interactive spatial-temporal instructional approach (STMATH).*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *ESSA Level 2 (WWC quasi-experimental standards) and reviewed by over 100 studies for effectiveness.*

Intended Outcomes: *Deeper understanding of foundational math concepts differentiated to meet students at their present levels and ensure all students advance their understanding over the course of the year.*

Action Steps:



- *Initial school diagnostic assessments (NWEA MAP)*
- *Technical set-up of STMath for current students*
- *Training of students and teachers*
- *Initial assessments in program (STMath)*
- *Launch of self-paced programs*
- *Midyear benchmark assessment (NWEA MAP)*
- *Program evaluation for effectiveness*
- *Differentiated interventions in response to benchmark data*
- *Final assessments in program and benchmarks (NWEA MAP, STMath)*

Resources Needed:

- *STMath licenses for all students*
- *NWEA MAP licenses*
- *Instructional coaching and PD*
- *Recognition programs for self-paced work*

Challenges to Tackle:

- *Previous negative experiences with technology-based solutions.*
- *Unique nature of spatial-temporal instruction focusing on concepts.*
- *“One more thing” challenge of new programs in a pandemic school year.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Recruitment of bilingual teaching fellows. Use of home language in curriculum documents and instruction*

Foster/Homeless: *Lab access for students before and after school to have safe places to work on platform and staffing by teaching fellows to ensure access to instructors before and after school.*

Free and Reduced Lunch: *Hotspots for work outside school hours on learning platform.*

Migrant: *Providing multiple entry points and onboarding opportunities for students to start platform during the year and preserving student access to platform if they need to leave Equipo Academy during the year.*

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: *Partnership with case managers to build confidence and skill set to use online learning platform. Training for teaching*



follows on supporting students with special needs.

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>NEPF data across the teaching team revealed opportunities for growth in the discourse and metacognition standards of instructional practice which would also accelerate learning and deepen conceptual understandings.</i> | <i>NEPF data across the leadership team shows opportunities for growth in accountability to ensure as the pandemic eases and there is a return to more normal instruction that all teams are accountable for all students' and student subgroups' growth.</i> | <i>Reviewing calendars and agendas from past improvement teamwork, traditionally this work has been temporal and involved new teams each year. The continuous improvement focus of this team will increase accountability and allow for the pursuit of more ambitious strategies like work on discourse and metacognition in classrooms.</i> |
| Problem Statement | <i>Teachers need more support on the facilitation of discourse in classrooms to accelerate learning and deepen conceptual understandings.</i> | | |
| Critical Root Causes | <i>Discourse is often defined in training programs as turn-and-talks or occasional Socratic seminars. There is not a universal understanding of what sustained, two-way discourse looks like from the NEPF. Discourse can be challenging to facilitate confidently for new teachers working with emergent bilingual students. Discourse during the COVID-19 pandemic has sometimes been reduced to discussion posts and Google comments which are a different form of discourse from live, real-time disagreement and discussion.</i> | | |

Part B

| Adult Learning Culture | |
|---|---------------------------------------|
| School Goal: <i>Equipo Academy teachers will grow an average of 1 point on NEPF standard IP. 1.3.1 providing opportunities for sustained, reciprocal</i> | STIP Connection: <i>Goal 2</i> |



| | |
|---|--|
| <p><i>dialogue between teachers and students.</i></p> | |
| <p>Improvement Strategy: <i>Equipo Academy will expand differentiated professional development for new and experienced teachers and continue one-to-one weekly coaching-feedback cycles for all teachers to support development in discourse standards.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): (4 – Based on MyTeachingPartner (ESSA evidence level 2 according to WWC) model but with more frequent in-person and weekly coaching cycles.</p> | |
| <p>Intended Outcomes: <i>Teachers will receive more frequent feedback and coaching and ongoing differentiated professional development targeted towards improving discourse in the classroom.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Plan for whole group professional development in semester one.</i>● <i>Training for coaches and professional development leaders.</i>● <i>Accountability systems for teacher planning and instructional delivery and for coaching feedback cycles.</i>● <i>Plan for differentiated professional development in semester two.</i>● <i>Ongoing survey and evaluation processes to gather feedback.</i> | |
| <p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Funding for professional development.</i>● <i>Time in schedule for professional development.</i>● <i>Sufficient instructional coaches to allow for 1-1 coaching-feedback cycles weekly.</i>● <i>Books and content for research and follow-up work on professional development objectives.</i> | |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Finding quality professional development and content for specific discourse objectives.</i>● <i>Differentiating professional development content to meet all teachers needs.</i>● <i>Training and preparing coaches to lead teachers in this work.</i> | |
| <p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p> | |
| <p>English Learners: Specific instruction in HQSI strategies to ensure all students are equally prepared to engage in reciprocal, sustained discourse.</p> <p>Foster/Homeless: Equipo Academy will continue to provide personal and academic resources through a robust McKinney-Vento program to support students in transitional living situations to ensure all students are prepared to engage in classroom discourse.</p> | |



Free and Reduced Lunch: Equipo Academy will continue to provide personal and academic resources through a robust school lunch and resource room program to support students and families to ensure all students are prepared to engage in classroom discourse.

Migrant: Absence policies and procedures will be monitored to ensure students continue to engage with classroom content when they cannot be on campus and to ensure they return prepared to continue engaging with content at a high level.

Racial/Ethnic Minorities: Equipo Academy will continue to grow and expand a DEI program that prepares teachers and students to promote an anti-racist, inclusive school culture and to respond immediately to hate speech and microaggressions that occur in a secondary school setting.

Students with IEPs: Specific instruction in intervention strategies for students with IEPs and for their teachers and case managers to ensure all students are equally prepared to engage in reciprocal, sustained discourse.

Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|--|---|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <i>School Climate survey and internal surveys were reviewed and identified this area as a strength for Equipo Academy but with a need for follow-up to address COVID-19 challenges in a return to in-person instruction.</i> | <i>Best place to work survey questions and internal surveys were reviewed and identified this area as a strength for Equipo Academy but with a need for follow-up to address COVID-19 challenges in a return to in-person instruction.</i> | <i>Annual family survey questions and internal surveys were reviewed and identified this area as a strength for Equipo Academy but with a need for follow-up to address COVID-19 challenges in a return to in-person instruction.</i> |
| Problem Statement | <i>COVID-19 and the tensions that have surfaced globally during the course of a largely online/hybrid school year have tested the connectedness of our team and require intense, human interactions to maintain and restore the connectedness we have seen in past years.</i> | | |
| Critical Root Causes | <i>Many students had extremely limited in-person interactions during online instruction. Many staff members experienced loss of routines and predictability during online/hybrid instruction. Many team members at all levels experienced personal loss or health challenges/crises during COVID-19.</i> | | |



Part B

| Connectedness | |
|---|---------------------------------------|
| School Goal: <i>Prepare students to be organized and communicate with teachers and families leading to average 5 point increases on connectedness indicators on internal and state climate survey data.</i> | STIP Connection: <i>Goal 3</i> |
| Improvement Strategy: <i>Equipo Academy will implement an AVID curriculum during advisory to support students' organization and communication with their teachers and families.</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3,4, National Student Clearinghouse data shows that AVID alumni who go to college are four times more likely to graduate than national peers.</i> | |
| Intended Outcomes: <i>Students will demonstrate proficiency with AVID organizational systems and ongoing communication with families and teachers about their needs and progress as reported in climate survey data.</i> | |
| Action Steps: <ul style="list-style-type: none"> ● <i>Procurement of AVID and launch of partnership (Completed August 2021).</i> ● <i>Training of teachers and advisors (Completed August 2021).</i> ● <i>Training of students and communication to families (Completed August 2021).</i> ● <i>Integration of strategies and tools in classrooms (Ongoing Fall-Winter 2021).</i> ● <i>Midyear evaluation through student and faculty surveys.</i> ● <i>Adjustments to program for semester two.</i> ● <i>Evaluation of program for ongoing use in subsequent years.</i> | |
| Resources Needed: <ul style="list-style-type: none"> ● <i>AVID program and materials.</i> ● <i>Binder and planner materials.</i> ● <i>Professional development curriculum.</i> ● <i>Time for trainings and review.</i> ● <i>Ongoing surveys for program evaluation.</i> | |
| Challenges to Tackle: <ul style="list-style-type: none"> ● <i>COVID and education environment mental challenge of "one more thing".</i> ● <i>Rollout of a new curriculum across a growing, diverse team of experienced and new educators.</i> ● <i>Student and faculty mindset shifts to focus on soft skills in instructional environments to support organization and connectedness.</i> | |



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Recruitment of bilingual advisors and staff. Use of home language in AVID documents and instruction.*

Foster/Homeless: *Advisor access for students before and after school using the Remind App to have safe ways to reach advisors and instructors before and after school.*

Free and Reduced Lunch: *Equipo Academy will continue to provide personal and academic resources through a robust school lunch and resource room program to support students and families to ensure all students are prepared to engage in classroom discourse.*

Migrant: *Providing multiple entry points and onboarding opportunities for students to start AVID during the year and preserving student access to curriculum and materials (planner, binder, etc.) if they need to leave Equipo Academy during the year.*

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during AVID rollout.*

Students with IEPs: *Partnership with case managers to build confidence and skill set to use AVID resources.*

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.

| Funding Source | Amount Received for Current School Year | Purpose(s) for which funds are used | Applicable Goal(s) |
|----------------|---|---|---|
| Title I | \$406,868.00 | <i>ST math curricular program and resources.</i> <i>Modifications, resources, and support for FRL-eligible students.</i> | Student Success (2) Student Success (1,2), Adult Learning, Connectedness |
| Title II | \$86,197.00 | <i>Teacher professional development and coaching</i> | Adult Learning |
| Title III | \$39,745.00 | <i>Modifications, resources, and</i> | Student Success (1,2), Adult |



| | | | |
|-------------|--------------|--|--|
| | | <i>support for emergent bilingual students.</i> | Learning, Connectedness |
| Title IV | \$28,642.00 | <i>AVID curricular program and resources.</i> | Connectedness |
| ESSERII | \$376,638.61 | <i>Teaching Fellows</i> | Student Success (1) |
| IDEA-Part B | \$48,076.00 | <i>Modifications, resources, and support for special education students.</i> | Student Success (1,2), Adult Learning, Connectedness |