Clark County School District

William K. Moore ES

School Performance Plan: A Roadmap to Success

William K. Moore ES 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.

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School Designations: ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on August 21, 2024

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/clark/william_k._moore_elementary_school/2023/nspf.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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
Alexandra Robertson	**Principal(s)** *(required)*
Bertrand Christophe	**Assistant Principal** *(required)*
Kelly Leong	**Assistant Principal**
Erica Silas	**Other School Leader** *(required)*
Tyler Podvoll	**Other School Leader**
Sara Jefferson	**Other School Leader**
Jennifer Hutchinson	**Other School Leader**
Michele Caris	**Teacher** *(required)*
Annette Delgado	**Teacher**
Ramona Anchondo	**Paraprofessional** *(required)*
Marie Beltran	**Parent** *(required)*

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
SOT Meeting	5/8/2024	Adjusted vision for 24-25 school year regarding student success goal. The team agreed to increase growth targets to stretch goals.
Staff Kick-off	8/7/2024	Presented goals for the 24-25 school year for student success, adult learning, and connectedness.
SOT Meeting	8/28/2024	
PTO Meeting	9/4/2024	
Staff Development Day	9/16/2024	

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**

	Student Success		
Data Reviewed	*SBAC, MAP, WIDA*	Panorama, CCSD *Survey*	*Classroom Observations, Lesson Plans*
	Areas of Strength: 23-24 MAP Growth in Math from Fall 2023-Spring 2024. Median student growth percentile was in the 66th percentile.		
	Areas for Growth: Continue to stretch our growth percentile in Math and ELA from Spring 2024 to Spring 2025 as measured by the MAP assessment.		

Problem Statement	*The problem we face is lack of sufficient growth and proficiency in ELA and Math. Purposeful planning and engaging instructional delivery are needed to produce effective Tier I instruction in ELA and Math. Additionally, teachers lack the skill set in effective scaffolding and differentiation to ensure high growth for Tier II and Tier III students.*
Critical Root Causes	*Inconsistent Tier I curriculum delivery; Tier I & II groups were not strategically planned for in order to meet student(s) needs.*

Part B

Student Success

School Goal: Increase the percentage of students meeting or exceeding the established growth target of 60th percentile and above in ELA from 40% in spring 2024 to 55% in spring 2025, as measured by the MAP® Growth™ Assessments.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.

Improvement Strategy: All students will engage in high-quality standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Envisions 2.0 - 3; HMH Into Reading - 2; Tier II instruction - 2; Exact Path - 2*

Intended Outcomes: We will observe an increase in students meeting stretch growth in ELA and Math on their MAP Growth assessments in Winter 2024.

Action Steps:
- Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.
- Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 and Tier 2 instruction.
- Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.
- Administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences with all teachers to support Tier 1 instruction.
- Administration will monitor and support the use of approved Tier 1 instructional materials by all teachers.
- Administration will monitor the use of CCSD Pacing Guides by all teachers to ensure instructional planning and delivery is aligned to use of common summative and formative assessment.

Resources Needed:
- Envisions 2.0 materials
- HMH Into Reading materials
- 95 Core Phonics
- Exact Path
- CCSD Pacing Guides
- Focal Point
- Tier I and II instructional materials

Challenges to Tackle:
- Using and understanding the CCF-109's and lesson plan template effectively to stay on target in the classroom; administration reviewing lesson plans and CCF-109s during weekly walk-throughs.
- Scheduling PL opportunities during the 23-24 school year; developing a PL calendar and ensuring it is being implemented; Adjusting master schedule and scheduling/attending weekly PL meetings for staff to attend.

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

English Learners: Teachers will make sure they are supporting our diverse learners with effective differentiation and scaffolding implementation. Teachers will make sure they are teaching appropriate grade level standards and the level of rigor is justified. Teachers will analyze and discuss student group data during coaching conversations with administration and/or learning strategists. School-wide EL strategies will be implemented to support English language learners.

Foster/Homeless: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Free and Reduced Lunch: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Migrant: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Racial/Ethnic Minorities: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our diverse learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Students with IEPs: We will implement and follow all IEP's, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Special education

teachers will be provided with professional learning when it comes to writing and implementing IEPs and behavior plans. Special education teachers will attend PLCs with the general education teachers so they can better understand/provide equity and access to all our learners.

Inquiry Area 2 - Adult Learning Culture

Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Classroom Observations*	PL around Tier I and Tier II instructional expectations Classroom observations and feedback cycles	*Classroom Observations* *PL calendar* *PLC and Tier I instruction expectations*
	Areas of Strength: Using correct CCF-109s, Completion and use of Master Schedule, Cohesive grade level teams, and classroom observations		
	Areas for Growth: Standard - Target - Task alignment, Effective lesson planning, Increased Tier I instruction effectiveness, Use of data to drive instruction, PLC structures to develop effective Tier I instruction		
Problem Statement	*Teachers are not consistently engaging students with the daily learning intentions nor are they monitoring student success with the aligned success criteria.*		
Critical Root Causes	Teachers were not being held accountable when it comes to effective instructional practices. Teachers also do not feel like they have a strong level of instructional capacity in the NEPF indicators and standards. In addition, administration has observed a lack of understanding and application on how to use learning intentions and success criteria to engage students' metacognition, monitor learning, and adjust daily instruction and Tier I small groups.		

Part B

Adult Learning Culture	
School Goal: Increase the percentage of classroom observations where evidence of teacher and student engagement with posted daily learning intentions and success criteria from 50% in Spring 2023 to 100% by Spring 2024.	**STIP Connection:** Goal 2: All students have access to effective educators.

Improvement Strategy: Teachers will engage in effective Professional Learning Communities (PLC) to plan standard-based instruction, analyze assessment data, and respond using appropriate instruction for students during Tier I small groups.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: PLCs - 3*

Intended Outcomes: Increased understanding of standard-based instruction and the Teaching and Learning Cycle. Effectively using assessments to reassess the students in a timely manner, in order to increase student achievement over time.

Action Steps:
- Teachers will engage in weekly PLCs to implement the Teaching and Learning Cycle: Plan Component.
- Teachers will utilize CCSD Pacing Guides and Teacher Clarity Guides in conjunction with the Teaching and Learning Cycle: Plan componen for instruction.
- Teachers will collaborate to determine high-quality and rigorous common summative assessments for units of study.
- Teachers will complete One On One Conference information in October and March.
- Teachers (as a grade level) will complete Student Culture Needs Assessment and Monitoring Tool in September, December, and April.
- The administration will monitor each PLCs in order to provide feedback, provide coaching, and determine differentiated action steps to support the capacity of each grade level and department in the effective implementation of PLCs.
- The administration will develop and support teacher leaders to facilitate PLCs.

Resources Needed:
- *Leadership team*
- *Professional Development*
- *District PLC expectations and accountability support*
- *Teacher Clarity guides for each subject*
- *Tier I pacing guides and curriculum*
- *Teaching and Learning Cycle*

Challenges to Tackle:
- Training Instructional coaches; Holding/Scheduling PL opportunities/meetings throughout the 23-24 school year.
- System and structures for a multi-tiered level of accountability in the instructional coaching framework; Administration creating/distributing an accountability document for all staff to understand and follow
- Workload; Administration making sure the workload is evenly and strategically distributed throughout the school year

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

English Learners: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Foster/Homeless: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Free and Reduced Lunch: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Migrant: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Racial/Ethnic Minorities: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Students with IEPs: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student specific data to effectively process the PLC structures appropriate for different student groups.

Inquiry Area 3 - Connectedness

Part A

	Student	Staff	Family & Community Engagement
Connectedness			
Data Reviewed	*Districtwide Survey* *Attendance records*	*Districtwide Survey* *Staff survey*	*Districtwide Survey*
	Areas of Strength: Parents feel that they and their child(ren) are supported and safe here at Moore ES		
	Areas for Growth: Need to positively target certain students/parents who are chronically absent, and communication between administration and staff		
Problem Statement	Chronic absenteeism is at 36.3% (162 students) at Moore ES due to a disconnect with our school community.		
Critical Root Causes	There has been a disconnect with the school community at large with the importance of daily attendance and the impact of instruction to support student academic achievement.		

Part B

Connectedness	
School Goal: To increase school attendance for all grades K-5 through the efforts of all stakeholders. 2022 -2023 chronic absenteeism was at 41%. 2023-2024 chronic absenteeism was at 36.3%. All stakeholders will play a vital role in increasing school attendance. Each stakeholder (parent, office staff, teacher, and administration) will have a specific role and responsibility to play for the 24-25 school year. The goal for the new school year will be to have our chronic absenteeism down to 30% by the end of the 2nd quarter.	**STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.	

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a Positive School Climate and Culture - level 3*

Intended Outcomes: Parents and students feel more connected to the community at Moore ES.

Action Steps:
- Teachers will create open lines of communication
- Teachers will consistently record morning and afternoon attendance
- Teachers will notify the office of consecutive absences reaching 3 or more
- Teachers may be requested to attend scheduled attendance conferences
- The office will call parents regarding 4 or more tardies
- The office will call home after 3 or more consecutive absences
- The office will record the RPC in IC
- The office will schedule a meeting with the administration
- Administration will conduct parent meetings to communicate attendance
- Administration will explain the impact on learning
- Administration will remove barriers to regular attendance
- Administration will connect students and families to wrap around services: Boys Town
- The administration will initiate the CCF-731: Retention checklist

Resources Needed:
- Class Dojo
- Parent Portal
- Parent Letters
- Translation when needed
- School website communication
- School Newsletter
- Counselors
- Boys Town
- Truancy Officer

Challenges to Tackle:
- Scheduling meeting times for administration to meet with parents; Create a specific time (days/time slots) for administration to meet with parents
- Communication between all stakeholders; Create a weekly newsletter for all stakeholders, and sent it through all forms of media

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

English Learners: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Foster/Homeless: Conducting regular visits to the students' home setting for social and emotional support. Monitoring students' engagement and academic progress during daily check-ins.

Free and Reduced Lunch: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Racial/Ethnic Minorities: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Students with IEPs: Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier 1 instruction.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	$ 4,650,810.00	*Staffing, Reading Skills Center, Imagine Learning*	*Student Success, Adult Learning Culture, Connectedness*
Title I	$295,260.00	Staffing, PISA, technology, supplies	*Student Success, Adult Learning Culture, Connectedness*