



Clark County School District

Lucille Rogers Elementary School

School Performance Plan: A Roadmap to Success

Lucille Rogers Elementary School 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 CSI TSI TSI/ATSI

Our SPP was last updated on 10/27/2022.



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/lucille_s._rogers_elementary_school/2022/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
Jennifer Hamby	Principal(s) <i>(required)</i>
Debby Korder	Other School Leader(s)/Administrator(s) <i>(required)</i>
Siobhan Phillips	Teacher(s) <i>(required)</i>
Bonnie McNeese	Teacher(s) <i>(required)</i>
Carmen Mendoza	Teacher(s) <i>(required)</i>
Tracey D'Angelo	Teacher(s) <i>(required)</i>
Meghan Failla	Teacher(s) <i>(required)</i>
Jelena Forcan	Teacher(s) <i>(required)</i>
Patty Northrup	Teacher(s) <i>(required)</i>
Michael Schwartzman	Paraprofessional(s) <i>(required)</i>
Dr. Shartriya Collier	Parent(s) <i>(required)</i>



Kristan Bridges	Parent(s) (required)
Ashley Cotler	Parent(s) (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	10/19/22	Outreach to parents is welcome
Leadership Meeting	11/2/22	We need a continued focus on growth mindset and engaging our students
SPP work session	11/3/22	



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	SBAC MAP Growth Assessment - cohorts	Districtwide survey Behavior events Absenteeism	Classroom observations PLC meetings One-on-one observations
	Areas of Strength: 4th grade math proficiency increased from 40.7% to 44.2% 5th grade math proficiency increased from 26.5% to 31.8%		
	Areas for Growth: Black student group is not demonstrating growth 3rd grade ELA proficiency decreased from 57.1% to 35.8%		
Problem Statement	ELA: <ul style="list-style-type: none"> Only about 37% of students are above the 60th percentile as measured by MAP Growth Assessment. Mathematics: <ul style="list-style-type: none"> Only about 36% of students are above the 60th percentile as measured by MAP Growth Assessments. 		
Critical Root Causes	ELA: <ul style="list-style-type: none"> Students need more exposure to student-centered, grade-level instruction aligned to the rigor of the NVACS. Students who have mastered grade level standards need additional differentiation/enrichment. Mathematics: <ul style="list-style-type: none"> Students need more exposure to student-centered, grade-level instruction using math manipulatives and problem-based learning. Students who have mastered grade level standards need additional differentiation/enrichment. 		



Part B

Student Success	
<p>School Goal: ELA:</p> <ul style="list-style-type: none">● Increase the percent of all students proficient in ELA from 47.9% to 55% by 2023 as measured by state summative assessments. <p>Mathematics:</p> <ul style="list-style-type: none">● Increase the percent of all students proficient in mathematics from 36.8% to 50.0% by 2023 as measured by state summative assessments.	<p>Aligned to Nevada’s STIP Goal: <i>Goal 3: All students experience continued academic growth.</i></p>
<p>Improvement Strategy: <i>Ensure grade-level instruction aligned to NVACS is occurring during Tier 1 instruction.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision math 2020: EBI 3</i></p>	
<p>Intended Outcomes: ELA: <i>If teachers provide grade level tier 1 instruction aligned to th NVACS consistently throughout the school year, then students will obtain the knowledge and skills required to demonstrate success. As a result, there will be an increase the percent of students scoring above the 60th percentile in ELA from 37.0% (fall) to 49.0% (winter) to 59.0% (spring) by 2023 as measured by MAP Growth Assessment.</i></p> <p>Mathematics: <i>If teachers provide grade level tier 1 instruction aligned to th NVACS consistently throughout the school year, then students will obtain the knowledge and skills required to demonstrate success. As a result, there will be an increase the percent of students scoring above the 60th percentile in math from 36.0% (fall) to 41.0% (winter) to 50.0% (spring) by 2023 as measured by MAP Growth Assessment.</i></p>	
<p>Action Steps: ELA:</p> <ul style="list-style-type: none">● Teachers will increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text.● Teachers will explicitly teach close reading strategies to assist students in understanding the text and how to answer questions. <p>Mathematics:</p> <ul style="list-style-type: none">● Teachers will explicitly teach discourse strategies that include the use of sentence stems and academic vocabulary.	



- Teachers will use manipulatives as a scaffold to deepen student understanding.

Resources Needed:

ELA:

- Read by Grade 3 literacy strategist
- Interventionist
- High quality complex text
- Schoolwide curriculum

Math:

- Accountable Talk sentence stems
- enVisions 2020 manipulative kits
- Number Talks book
- Professional learning to support embedding of number talks in enVisions 2020 lessons

Challenges to Tackle:

- Prioritizing planning time
- Collaboration time with colleagues
- Time to prepare lessons that include differentiation and appropriate scaffolds

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

English Learners: Utilize Imagine Learning, increased focus on discourse and meaning-making opportunities during instruction. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Foster/Homeless: Social worker, utilize Panorama data to provide individualized SEL instruction. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Free and Reduced Lunch: Social worker, utilize Panorama data to provide individualized SEL instruction. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Migrant: N/A

Racial/Ethnic Minorities: Inclusion of culturally responsive instructional materials, targeted differentiation and scaffolding, Project Lit, No Place for Hate. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.



Students with IEPs: Increased collaboration between general education and special education teachers. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

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>Lesson plans Classroom observations</i>	<i>New teacher mentors Observation cycles</i>	<i>PLC meetings and structures Professional development</i>
	<i>Areas of Strength: Weekly PLC meetings were consistent</i>		
	<i>Areas for Growth: Focusing on the reteaching section of the structure data meeting protocol</i>		
Problem Statement	<i>PLC meetings have become business meetings and not focused on data</i>		
Critical Root Causes	<i>Lack of time to collaborate</i>		

Part B

Adult Learning Culture	
School Goal: <i>By the end of the school year, 80% of PLC meetings will follow the schoolwide data meeting structure.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Use common data meeting structure and use PLC observation form to ensure structures are followed.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs EBI level 1</i>	



Intended Outcomes: *By the end of the first semester, 80% of PLC meetings will follow the schoolwide data meeting structure.*

Action Steps:

- *Create a master schedule that includes common planning time for grade levels*
- *Use of Weekly Data Meeting Protocol to guide each meeting*
- *Include intentional discussion of equity supports for reteaching*

Resources Needed:

- *Common planning time*
- *Space for staff to focus with necessary instructional materials*

Challenges to Tackle:

- Ensure there is time in master schedule for collaboration

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

English Learners: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Foster/Homeless: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Free and Reduced Lunch: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Migrant: N/A

Racial/Ethnic Minorities: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Students with IEPs: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide survey data Behavior data Absenteeism data Panorama survey data</i>	<i>CCSD Districtwide survey data</i>	<i>CCSD Districtwide survey data</i>
	<i>Areas of Strength: 84% of students surveyed responded favorably to the question Do you have a teacher or other adult from school who you can count on to help you , no matter what on the Panorama survey</i>		
	<i>Areas for Growth: 64% of students surveyed felt a sense of belonging to the school, which showed limited growth from the 21-22 school year. There is an 11% difference between the black student group (53%) who responded to the survey and all respondents who responded to the survey (64%) as to whether they feel a sense of belonging at school.</i>		
Problem Statement	<i>Students lack a sense of belonging to the school</i>		
Critical Root Causes	<i>Student centered instruction versus teacher centered instruction Lack of student reassessment opportunities and feedback conferences Students had to pivot to an unfamiliar learning style when we transitioned to distance learning Lack of consistent school social worker and school counselor groups not occurring due to class coverage needs</i>		

Part B

Connectedness	
School Goal: <i>By the end of the 2022-2023 school year, 75% or more of students surveyed using the Panorama survey will report a sense of belonging to the school as a strength or high strength.</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i>



Improvement Strategy: *Build social/emotional supports into the class and master schedule.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Sanford Harmony EBI 3, PBIS EBI 1*

Intended Outcomes:

100% of students will participate in classroom SEL lessons.

An increased number of students will report that they feel a sense of belonging to the school, feel that teachers care about them and their learning, and feel respected.

Action Steps:

- *School counselor and social worker will provide additional support (monthly classroom lessons and small groups)*
- *Use Check-in/Check-out for targeted students (variety of staff members have morning meetings with assigned students to provide encouragement, ask how was your day, etc.)*
- *Implement and monitor Schoolwide PBIS expectations*
- *Provide Raptor Rewards for class and individual rewards*
- *Utilize Sanford Harmony/ReThink SEL*
- *Utilize the No Place for Hate program*
- *Administer a site based survey to assess students opinions and perceptions of the school culture and them as learners*
- *Use Student of the Month photos/Wall of Fame for academics and social skills*

Resources Needed:

- *Professional learning materials related to improving students belonging and connectedness*
- *Panorama Playbook and screener data*
- *School Counselor*
- *School Social Worker*
- *Sanford Harmony instructional materials*

Challenges to Tackle:

- *Staff perception on their role in addressing the challenge in student belonging*
- *Professional learning to support growth mindset, Sanford Harmony and trauma informed instruction*

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

English Learners: Imagine Learning. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.



Foster/Homeless: Social worker, utilize Panorama data to provide individualized SEL instruction. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Free and Reduced Lunch: Social worker, utilize Panorama data to provide individualized SEL instruction. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Migrant: N/A

Racial/Ethnic Minorities: Culturally responsive book studies (Lost At School). Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

Students with IEPs: Smarty Ants, Reading A-Z. Weighted funds employ educational personnel who provide services for at-risk and EL students and provide professional learning opportunities.

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)
General Funds	\$4,387,213.36	Staffing and supplies	Goal 1,2,3
At-Risk Weighted Funds	\$174,675.76	Classroom Size Reduction Teacher (CSR), Certified Temporary Tutor (CTT), Professional Learning subs and extra duty, Supplies, Prep buy for teacher collaboration	Goal 1,2,3
ELL Weighted Funds	\$167,748.47	Classroom Size Reduction Teacher (CSR), Certified Temporary Tutors (CTT's), Supplies	Goal 1,2,3



Title I	\$264,470.00	Social worker, learning strategist, technology, library books	Goal 1,2,3
Title III - EL Funds	\$7260.00	Imagine Learning licenses, supplies, Prep buyout for Student Success Advocate (SSA)	Goal 1,2,3
ESSER III Funds (2022-2024)	\$127,982.00	Supplies and tutoring	Goal 1,2,3