



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 MRI CSI TSI ATSI

Our SPP was last updated on 06/30/2023.



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/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
Jennifer Hamby	Principal(s) (required)
Debby Korder	Other School Leader(s)/Administrator(s) (required)
Siobhan Phillips	Teacher(s) (required)
Bonnie McNeese	Teacher(s) (required)
Tracey D'Angelo	Teacher(s) (required)
Meghan Failla	Teacher(s) (required)
Jelena Forcan	Teacher(s) (required)
Patty Northrup	Teacher(s) (required)
Michael Schwartzman	Paraprofessional(s) (required)
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	5-17-23	All community members are welcome to attend
Leadership Meeting	5-10-23	Increased focus on growth mindset to engage students
SPP work session	5-17-23	Student growth must be a focus by fine tuning instruction through use of instructional walk data



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	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 39% 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:</p> <p>ELA:</p> <ul style="list-style-type: none">● Increase the percent of all students proficient in ELA from 47.9% to 55% by 2024 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 2024 as measured by state summative assessments.	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Ensure grade-level instruction aligned to NVACS is occurring during Tier 1 instruction.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions math (3), HMH Into Reading (2)</p>	
<p>Intended Outcomes:</p> <p>ELA:</p> <p>If teachers provide grade level tier 1 instruction aligned to the 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 in the percentage of students scoring above the 60th percentile in ELA from 37.0% (fall) to 49.0% (winter) to 59.0% (spring) by 2024 as measured by MAP Growth Assessment.</p> <p>Mathematics:</p> <p>If teachers provide grade level tier 1 instruction aligned to the 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 in the percentage of students scoring above the 60th percentile in math from 36.0% (fall) to 41.0% (winter) to 50.0% (spring) by 2024 as measured by MAP Growth Assessment.</p>	
<p>Action Steps:</p> <p>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 through implementation of consistent Tier I instructional materials (HMH Into Reading)● 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 increase the rigor of Tier 1 instruction through increased use of complex tasks that require analysis and synthesis of high level text through implementation of consistent Tier I instructional materials (EnVisions)	



- 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; teachers will have common preps to meet and consistent PLC meetings
- Collaboration time with colleagues; PLC meeting will not be used for business and staff will be allocated time during each staff development day
- Time to prepare lessons that include differentiation and appropriate scaffolds; teachers will have common preps to meet and consistent PLC meetings

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 ELL 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 ELL 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 ELL 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 ELL 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 ELL 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	Lesson plans Classroom observations	New teacher mentors Observation cycles	PLC meetings and structures Professional development
	Areas of Strength: Weekly PLC meetings were consistent		
	Areas for Growth: PLC meetings will focus on instructional strategies,, specifically the reteaching section of the structure data meeting protocol		
Problem Statement	PLC meetings have become business meetings and not focused on data		
Critical Root Causes	Lack of time to collaborate		

Part B

Adult Learning Culture	
School Goal: By the end of the 2024 school year, 80% of classroom observations will include standard-aligned tasks and assessments with evidence of scaffolds to support student learning as measured by instructional walk data	STIP Connection: Goal 2: All students have access to effective educators.
Improvement Strategy: Use common data meeting structure and use PLC observation form to ensure structures are followed. Use	



instructional walks to monitor the transfer of PLC conversations to classroom instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (2), Analyze data in PLC's (3) (

Intended Outcomes: By utilizing a consistent PLC structure and process, teachers will consistently plan for and provide standard-aligned tasks and assessments

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
- Conduct instructional walks four times per school year.
- Conduct leadership team instructional walks using the ELA and Math Look for tools to monitor progress of the goal
- Share CCSD Teaching and Learning Cycle with staff

Resources Needed:

- Common planning time
- Space for staff to focus with necessary instructional materials
- Training on the CCSD Teaching and Learning cycle provided to staff

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 ELL students and provide professional learning opportunities. Students will engage in Imagine Learning as a Tier II support.

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 ELL students and provide professional learning opportunities. The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

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 ELL 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 ELL 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 ELL students and provide professional learning opportunities. Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide survey data Behavior data Absenteeism data Panorama survey data	CCSD Districtwide survey data	CCSD Districtwide survey data
	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		
	Areas for Growth: 59% of students surveyed felt a sense of belonging to the school, which showed limited growth from the 22-23 school year. There is a 5% 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.		
Problem Statement	Students lack a sense of belonging to the school		
Critical Root Causes	Student centered instruction versus teacher centered instruction Lack of student reassessment opportunities and feedback conferences Lack of consistent school social worker and school counselor groups not occurring due to class coverage needs		

Part B

Connectedness	
School Goal: By the end of the 2023-2024 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.	STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.
Improvement Strategy: Build social/emotional supports into the class and master schedule.	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); RethinkED (4), Creating a Positive School Climate and Culture (3), PBIS (1), Sanford Harmony (3)

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 (a 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
- RethinkED instructional materials

Challenges to Tackle:

- Staff perception on their role in addressing the challenge in student belonging; social worker and school counselor will share relationship building strategies with staff at staff meetings
- Professional learning will be provided to support growth mindset, ReThink Ed 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 ELL 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 ELL 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 ELL 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 ELL 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 ELL 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	\$4,703,093.93	Staffing and supplies	Goal 1,2,3
At-Risk Weighted Funds	\$184,964.73	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	\$177,843.17	Classroom Size Reduction Teacher (CSR), Certified Temporary Tutors (CTT's), Supplies	Goal 1,2,3
Title III - EL Funds	\$ 7,260.00	Imagine Learning licenses, supplies, Prep buyout for Student Success Advocate (SSA)	Goal 1,2,3