



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 2/5/2025



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/2024/nspf/.

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)
Kathryn Bell	Other School Leader(s)/Administrator(s) (required)
Siobhan Phillips	Teacher(s) (required)
Christina Ramos	Teacher(s) (required)
Tipton Wild	Teacher(s) (required)
Ann Sarmiento	Teacher(s) (required)
Cristina Gaff	Teacher(s) (required)
Lynn Pedersen	Teacher(s) (required)
Michael Schwartzman	Paraprofessional(s) (required)
Sylvia Vandever	Parent(s) (required)
Christine Drollinger	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	1-29-25	All community members are welcome to attend
Leadership Meeting	1-23-25	Increased focus on growth mindset to engage students
SPP work session	5-15-24	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 39.1% to 51.3% as measured by 2024 state summative assessment. 5th grade ELA proficiency increased from 49.3% to 60.9% as measured by 2024 state summative assessment.		
	Areas for Growth: Asian Pacific Islander student group is not demonstrating growth in math as measured by winter 2025 benchmark assessment Black student group is not demonstrating growth in ELA as measured by winter 2025 benchmark assessment 3rd grade ELA proficiency decreased from 44.6% to 37.1% as measured by the 2024 state summative assessment. 3rd grade math proficiency decreased from 50.% to 42.8% as measured by the 2024 state summative assessment.		
Problem Statement	ELA: <ul style="list-style-type: none"> Only about 46% of students are above the 60th percentile as measured by Winter 2025 MAP Growth Assessment. Mathematics: <ul style="list-style-type: none"> Only about 46% of students are above the 60th percentile as measured by Winter 2025 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. 		



	<ul style="list-style-type: none"> • Students who have mastered grade level standards need additional differentiation/enrichment.
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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 44.8% (Spring 2024) to 55% by 2025 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 45.6% (Spring 2023), 48% (Spring 2024), to 50.0% by 2025 as measured by state summative assessments. 	<p>Aligned to Nevada’s STIP Goal: 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: ELA: 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 31.0% (fall) to 38.0% (winter) to 59.0% (spring) by 2025 as measured by MAP Growth Assessment.</p> <p>Mathematics: 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 38.0% (fall) to 44.0% (winter) to 50.0% (spring) by 2025 as measured by MAP Growth Assessment.</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 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. 	



Mathematics:

- 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
- Instructional coaches
- CTT to provide small group targeted intervention
- High quality complex text
- Schoolwide curriculum (HMH)

Math:

- Instructional coaches
- 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?

Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.

English Learners: Utilize Imagine Learning, increased focus on discourse and meaning-making opportunities during instruction.

Foster/Homeless: Social worker, utilize Panorama data to provide individualized SEL instruction.

Free and Reduced Lunch: Social worker, utilize Panorama data to provide individualized SEL instruction.



Migrant: N/A

Racial/Ethnic Minorities: Inclusion of culturally responsive instructional materials, targeted differentiation and scaffolding, Project Lit, No Place for Hate.

Students with IEPs: Increased collaboration between general education and special education teachers.

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	At the end of the 2023-2024 school year, administrative walk data from the Tier I Monitoring Tool showed that tasks aligned to standards were seen in 53% of classroom observations. Forty-nine percent of observations showed evidence of scaffolding to help all students access Tier I learning.		
Critical Root Causes	Lack of time to collaborate. PLC meetings have become business meetings and not focused on data.		

Part B

Adult Learning Culture	
<p>School Goal: By the end of the 2025 school year, 80% of classroom observations will include standard-aligned tasks and assessments with evidence of scaffolds to support student learning as measured by site-based instructional walk</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>



data.	
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: <ul style="list-style-type: none">● 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 using the school-created observation tool● Monthly administrative instructional walks will use the Tier I Monitoring Tool (Focal Point)● 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: <ul style="list-style-type: none">● Instructional coaches● 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: <ul style="list-style-type: none">● 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?	
<p>Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.</p> <p>English Learners: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. Students will engage in Imagine Learning as a Tier II support.</p> <p>Foster/Homeless: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs</p>	



targeted to at-risk youth.

Free and Reduced Lunch: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups.

Migrant: N/A

Racial/Ethnic Minorities: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups.

Students with IEPs: Intentional discourse surrounding support and strategies to meet the unique needs of all student groups. 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
	Districtwide survey data Behavior data Absenteeism data Panorama survey data	CCSD Districtwide survey data	CCSD Districtwide survey data
Data Reviewed	<p>Areas of Strength: 83% 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</p> <p>66% of black students surveyed felt a sense of belonging, as compared to 63% of all respondents.</p>		
	<p>Areas for Growth: 63% of students surveyed felt a sense of belonging to the school, up from 59% on the Spring 2023 Panorama benchmark. There is a 6% difference between the Hispanic student group (57%) who responded to the survey and all respondents who responded to the survey (63%) as to whether they feel a sense of belonging at school.</p>		
	<p>Problem Statement Students lack a sense of belonging to the school.</p>		
Critical Root Causes	<p>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</p>		

Part B

Connectedness	
<p>School Goal: By the end of the 2024-2025 school year, 85% or more of students surveyed using the Panorama survey will report they have a teacher or other adult who they can count on to help them.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</p>



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:

- Implementation of the schoolwide Ron Clark Academy house system
- 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 counselors 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?



Weighted funds employ educational personnel who provide services for at-risk and ELL students and provide professional learning opportunities.

English Learners: Imagine Learning.

Foster/Homeless: Social worker, utilize Panorama data to provide individualized SEL instruction.

Free and Reduced Lunch: Social worker, utilize Panorama data to provide individualized SEL instruction.

Migrant: N/A

Racial/Ethnic Minorities: Culturally responsive book studies (Lost At School).

Students with IEPs: Smarty Ants, Reading A-Z.

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	\$5,188,721.54	Staffing and supplies	Goal 1,2,3
At-Risk Weighted Funds	\$334,223.05	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	\$394,904.30	Classroom Size Reduction Teacher (CSR), Certified Temporary Tutors (CTT's), Supplies	Goal 1,2,3
Title I Funds	\$283,416.00	Staffing and supplies	Goal 1,2,3