



## Clark County School District

# Staton Elementary School

## School Performance Plan: A Roadmap to Success

*Staton 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.*

**Principal:** Jaymi Clemens

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**Phone:** 702-799-6720

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

*Our SPP was last updated on 5/30/23*





## 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/ethel\\_w.\\_staton\\_elementary\\_school/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/ethel_w._staton_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
Jaymi Clemens	<b>Principal(s)</b> <i>(required)</i>
Kim Crowe	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Sarah Taylor, Jamie Landahl	<b>Teacher(s)</b> <i>(required)</i>
Julie Hosea	<b>Paraprofessional(s)</b> <i>(required)</i>
Heather Trujillo-Booth, Martha Hijazi, and Tim Henderson	<b>Parent(s)</b> <i>(required)</i>



## 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
CIP Team Meeting	09/20/22	We met all three of our goals, reflected on where we are as a school, and wrote three new goals aligned to our school needs and focus of practice.
SOT Meeting	10/19/22	CIP
CIP Team Meeting	1/25/23	We reflected on our goals and determined that we will continue all goals into the Spring.
CIP Team Meeting	5/9/23	We reflected on our goals for this year and analyzed the end-of-year MAP data. We determined new goals that aligned to our needs seen in the data.
SOT Meeting	5/17/23	We reviewed the new goals that were written by the CIP Team for the 23-24 school year and voted to approve the goals.
CIP Meeting	10/16/23	We reviewed the Fall MAP data and decided to continue our goals for this school year.
SOT Meeting	10/17/23	We reviewed the Fall MAP data and the status tracker that the CIP team completed
CIP Meeting	1/30/24	We reviewed the Winter MAP data and other applicable data; wrote Now, Next, and Need statements for the Status Tracker





# 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
<b>Data Reviewed</b>	MAP Data, Classroom Assessments (formative and summative)	Panorama Survey Results; Counselor Referrals; Counselor Caseload; Counselor Monthly Lessons; Districtwide Survey results	EnVisions Curriculum
	<i>Areas of Strength: On the 2023 Spring MAP assessment, grades K-4 had median percentiles between 64 and 82.</i>		
	<i>Areas for Growth: We struggled to meet MAP Math growth goals in the intermediate grades.</i>		
<b>Problem Statement</b>	<i>Our growth in math on the spring 2023 MAP assessment was low, especially in our intermediate grades. When students do not grow adequately in their math scores on the MAP assessment, they will likely not meet their growth goals on the SBAC assessment, either. In order to maintain our NSPF scores for growth, we must ensure that our students are meeting or exceeding their growth targets. The following are the conditional growth indexes for each intermediate grade level: Third Grade: -0.70, Fourth Grade: -1.24, and Fifth Grade: -1.88.</i>		
<b>Critical Root Causes</b>	Growth is a moving target. We need to continue to push our students by setting and monitoring learning goals. We need to ensure that the EnVisions curriculum is being implemented well, using the Math Instructional Framework to ensure that there is enough time in each lesson for appropriate differentiation.		



## Part B

Student Success	
Increase the conditional growth indexes for each intermediate grade levels as follows: By Winter 2023 all intermediate grade levels will have a conditional growth index of 1.00 or higher and by Spring 2024 all intermediate grade levels will have a conditional growth index of 1.25 or higher.	<b>Aligned to Nevada's STIP Goal:</b> Goal 3 – All students experience continued academic growth.
<b>Improvement Strategy:</b> Teachers will set learning goals for students and create action steps that are monitored for attaining those goals.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Exact Path (2)</i>	
<b>Intended Outcomes:</b> <i>Teachers will set individual learning goals with students based off of their MAP scores. All goals will be aligned to specific, measurable action steps that the students will monitor weekly for progress.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Provide professional learning on goal setting, action, steps, and utilizing MAP reports to determine growth goals.</li><li>● Set goals with all students and monitor goals weekly with students and make adjustments as necessary.</li><li>● Implementation of Tier I instruction using enVisions Math will be monitored using the CCSD framework and Tier I Monitoring Tool to ensure that teachers are successfully implementing the program.</li><li>● Utilize ExactPath to ensure that students are working on skill deficit areas identified by the MAP Assessment.</li><li>● Utilize Edulastic to create common formative assessments that will be analyzed during PLCs and used to create lesson plans to ensure all students reach mastery of the standards.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Teacher training</li><li>● Time to plan and analyze data during common grade level planning periods</li><li>● Goal setting/tracking documents</li><li>● Common formative and summative assessments</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time to plan and analyze data; we will schedule this in our weekly PLC+ meetings</li><li>● Time to provide teacher training; we will schedule this during the staff development days and staff meetings</li></ul>	



- Teacher buy in and implementation; we will ensure implementation through observations
- Time to meet with students individually; teachers will schedule time for student conferences as part of their weekly Math blocks

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

English Learners: Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners that will assist them in meeting their growth goals.

Foster/Homeless: Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with wrap-around services as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Free and Reduced Lunch: Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Racial/Ethnic Minorities: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth goals.

Students with IEPs: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth goals.





## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	SBAC Data, MAP Data, Classroom Assessments (formative and summative)	Observation Notes, Coaching/Feedback Notes; Instructional Rounds; Professional Development Agendas; Professional Development Feedback Surveys	Weekly Calendared Observations and Feedback Meetings; Instructional Rounds; Professional Development Agendas; RTI Meeting Notes
	<i>Areas of Strength:</i> We exceeded our goal of increasing productive struggle in lessons, ensuring that the students were doing the work in the lessons.		
	<i>Areas for Growth:</i> Using the Tier 1 Monitoring Tool, it was found that only 3% of lessons included appropriate scaffolding and differentiation. In order to ensure that skill gaps are being closed and students are being properly supported through Tier 1 instruction, teachers need to include more scaffolding and differentiation in each of their lessons.		
<b>Problem Statement</b>	In order to ensure that individual student needs are being met, teachers must scaffold and differentiate Tier 1 instruction appropriately.		
<b>Critical Root Causes</b>	Teachers are not currently purposefully planning for appropriate scaffolds and differentiation in order to meet the individual needs of students.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the number of lessons that include scaffolding and differentiation from 3% to 15% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2023.	<b>STIP Connection:</b> 2 – All students have access to effective educators
<b>Improvement Strategy:</b> Teachers will analyze their data (common formative/summative, MAP, etc.) to determine appropriate scaffolds and	



differentiation for their students to ensure that students' individual learning needs are met.

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

**Intended Outcomes:** Teachers will purposefully plan appropriate scaffolds and differentiation to meet the individual learning needs of their students.

**Action Steps:**

- Provide professional learning on scaffolding and differentiation strategies that will be used during Tier 1 instruction.
- The PLC+ model will be used to collaboratively plan for scaffolds and differentiation using data from common formative assessments.
- Instructional Rounds will be used to observe/monitor scaffolding and differentiation using the Tier 1 Monitoring Tool.

**Resources Needed:**

- Differentiated PD on scaffolding and differentiation.
- Time to analyze data.
- Time to plan for appropriate scaffolds and differentiation.
- Substitutes and schedules for instructional rounds.

**Challenges to Tackle:**

- Time; we will schedule time to analyze data and plan for scaffolding and differentiation during our weekly PLC meetings.
- Teacher buy in and implementation; we will ensure implementation through observations and instructional rounds, using the Tier 1 Monitoring Tool.
- Creating differentiated, meaningful, and informational professional learning; this will be done at the beginning of the 23-24 school year.
- Substitutes; we will attempt to secure substitutes well in advance of our instructional rounds, from our available pool of regular subs.

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

English Learners: Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for English language learners to be successful in Tier 1 tasks.

Foster/Homeless: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.



Free and Reduced Lunch: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Racial/Ethnic Minorities: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Students with IEPs: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Staton chronic absenteeism data from FocusEd.	Staton chronic absenteeism data from FocusEd.	Staton chronic absenteeism data from FocusEd.
	<i>Areas of Strength:</i> Staton is far below the district chronic absenteeism rate (approximately 35%) at 19%.		
	<i>Areas for Growth:</i> Staton's chronic absenteeism rate should be below 10%.		
<b>Problem Statement</b>	Staton ended the 22-23 school year with 19.2% chronically absent students. We know that students cannot learn and grow appropriately if they are not in school. Staton needs to decrease chronic absenteeism school wide.		
<b>Critical Root Causes</b>	Parents and students do not understand the importance of attending school each day and how quickly learning will be lost without regular instruction at school.		

### Part B

Connectedness
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<b>School Goal:</b> Reduce the percent of all students chronically absent from 19% in 2022-2023 to 10% by the end of the 2023-2024 school year.	<b>STIP Connection:</b> 6 – All students and adults work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> The counselor and admin will work together to educate parents about the importance of attendance through parent meetings. Attendance incentives for exemplary attendance will be reinstated, as well.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EBI - 4</i>	
<b>Intended Outcomes:</b> We will decrease chronic absenteeism from 19.2% to 10%, ensuring that students are at school in order to learn.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Admin/counselor will hold beginning of the year parent meetings to discuss the importance of attendance.</li><li>● Admin/counselor will track students weekly who are chronically absent and reach out to parents to offer assistance/solutions.</li><li>● Admin will meet with parents of students who are chronically absent 2 months in a row.</li><li>● An attendance tracking bulletin board will be displayed in the office, updated each week, with current attendance data.</li><li>● Attendance incentives will be awarded to students and classes who achieve 93% attendance or higher on a monthly basis.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Time to hold parent meetings.</li><li>● Structures for school wide and classroom attendance incentives.</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time to schedule parent meetings at the beginning of the year; these will be calendared for the first 2 weeks of school, with separate meetings for kindergarten parents and parents of students on a COSA.</li><li>● Structures for school wide and classroom exemplary attendance incentives; these will be built into our school wide PBIS systems next year and incentives will be rewarded monthly to classes and each semester to individual students.</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
English Learners: All students will receive these supports. We will work with families, utilizing translation services if necessary, to ensure that all parents/guardians who may not speak English as a first language understand the attendance requirements and work with these families to ensure they are supported if their children become chronically absent in order to help improve their attendance.	



Foster/Homeless: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the attendance requirements and work with these families to ensure they are supported if their children become chronically absent in order to help improve their attendance.

Free and Reduced Lunch: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the attendance requirements and work with these families to ensure they are supported if their children become chronically absent in order to help improve their attendance.

Racial/Ethnic Minorities: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the attendance requirements and work with these families to ensure they are supported if their children become chronically absent in order to help improve their attendance.

Students with IEPs: All students will receive these supports. We will work with families to ensure that all parents/guardians understand the attendance requirements and work with these families to ensure they are supported if their children become chronically absent in order to help improve their attendance.

## 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 Fund	\$5,156,808	Staffing and Supplies	1, 2, and 3
At-Risk and EL Weighted Funds	\$186,984	Staffing	1, 2, and 3