Clark County School District

Aggie Roberts Elementary School

School Performance Plan: A Roadmap to Success

Aggie Roberts 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: Marissa Rasavong
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School Designations: ☑ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☑ **ATSI**

Our SPP was last updated on 11/7/24

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/aggie_roberts_elementary_school/2023/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
Marissa Rasavong	**Principal(s)** *(required)*
Kristin Chase (AP) Deniece Nohara (SSC)	**Other School Leader(s)/Administrator(s)** *(required)*
Erin Harris, Courtney Jones, Katherine Sage, Alexandra Pontillas, Holly Jensen, Lexi Kovalovich, Erin Angotti, Rachel Green, Stacey Bostwick, Alejandra Villegas,	**Teacher(s)** *(required)*
Emma Elias	**Paraprofessional(s)** *(required)*
Kelly Jo Wynn, Sarah Arnott, Aldry Torib	**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	5/14/24	• Reviewed previous goals & discussed why we wanted to update the student success goal to MAP versus SBAC 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	Panorama	Observations PLC Meeting Notes
	Areas of Strength: Grade levels showed growth in MAP math.		
	Areas for Growth: Students were not proficient in reading and math.		
Problem Statement	*Overall proficiency in math and reading was low.*		
Critical Root Causes	Implementation of Tier I instruction, purposefully planned lessons aligned to standards,		

Part B

Student Success	
School Goal: Increase the percent of students who met or exceeded their growth goal from fall to spring in math from 58.35% (234/401) (23-24 Spring MAP) to 68% by spring 2025 and in ELA from 38.15% (53/401) (23-24 Spring MAP) to 48% by spring 2025, as measured by the MAP assessments.	**Aligned to Nevada's STIP Goal:** *3 - All students experience continued academic growth.*

Improvement Strategy: Teachers utilize purposefully planned learning tasks and activities to support overall mastery of the standards.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: EnVisions 2020-3*

Intended Outcomes:

- Improvement in implementation of High Quality Tier One Instruction as measured by Focal Point and 24-25 MAP data.
- Increase the percent of students scoring above the 60th percentile in math from 33% in 2024 (spring MAP) to 43% in 2025 (spring MAP) and in ELA from 26% in 2024 (spring MAP) to 36% in 2025 (spring MAP).
- Increase the percent of students who are proficient on the SBAC from 34.3% (spring 2024) ELA to 44% (spring 2025) and 23.2% (spring 2024) Math to 33% (spring 2025).

Action Steps:

- Teachers will collaborate with grade level colleagues weekly (grade level PLC and planning meetings) to plan lessons utilizing the Tier I curriculum (enVision, 95 Phonics, HMH, and Amplify).
- 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 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 (within 24 hours) 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 the use of common summative and formative assessment.
- PLCs will focus on analyzing assessment data and planning for instruction.

Resources Needed:

- Money for collaboration time

Challenges to Tackle:

- Having enough time to effectively provide PD and follow up training/observations/feedback

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

English Learners: Language support includes visuals, sentence frames, and direct math vocabulary instruction.

- 95 Phonics Core Program, Coaching, Exact Path, HMH, envisions Common Core 2020, Amplify Science, MAP Growth Assessment

Integrate oral and written English language instruction into content-area teaching.

- Provide small-group instruction to ELL students struggling with literacy and English language development.

- Teachers will integrate oral and written English language instruction into content-area teaching and provide daily small-group instruction to ELL students struggling with literacy and English language development. We will incorporate observation of these strategies for ELLs during our five weekly observations.
- The administration will conduct at least five weekly observations to monitor small group implementation.
- Monthly after-school PL adding discourse opportunities into the HMH lessons, PL during staff meetings focused on the strategies from WHAT WORKS CLEARINGHOUSE EDUCATOR'S PRACTICE GUIDE Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

Foster/Homeless: The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, and academic, and social/emotional progress.

Free and Reduced Lunch: Consistent, targeted math interventions

Migrant: N/A

Racial/Ethnic Minorities: Ensure all cultures are represented in the materials used.

Students with IEPs: Teachers need to ensure they are following students' IEPs, including making accommodations and modifications.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Observations, Walkthroughs, Lesson plans, SBAC, MAP, STPT*	*Impact Team meetings, LIT meetings*	*Tier I Behavior team meetings, Panorama, PLC agendas, Intervention Team Meeting, Coaches from all areas (NWEA, HMH, 95 Phonics)*
	Areas of Strength: Structure in place for weekly professional learning, including PLCs at all grade levels		
	Areas for Growth: Consistent Tier I implementation in all classrooms		

Problem Statement	*Inconsistent implementation of Tier I instruction*
Critical Root Causes	*Teachers need more time and support to focus on standard task alignment and analysis of student data to determine next steps.*

Part B

Adult Learning Culture	
School Goal: *Increase the percent of classrooms that are implementing schoolwide Tier I expectations from 80% (spring 2024) to 80% (fall 2024) to 90% (winter) to 100% (spring 2025) as measured by the Tier One Foundation Monitoring Tool (Focal Point).*	**STIP Connection:** *2 - All students have access to effective educators.*
Improvement Strategy: Each admin will conduct classroom observations daily, providing feedback, and support where necessary. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Coaching-2*	
Intended Outcomes: Classroom observations (formal and informal) and student achievement scores demonstrate that consistent Tier I instruction is being implemented schoolwide.	
Action Steps: ● Administration will conduct classroom walkthroughs daily to ensure all staff are providing instruction that is in alignment with CCSD Tier I expectations (learning intentions, success criteria, and standard are posted; students are engaging with the learning intention & success criteria). ● During daily classroom walkthroughs administration will be gathering data on the following: Tier I Expectations & NEPF Standards and Indicators. ● Administrative team will conduct at least two observations & conferences together to calibrate. ● Administration will share walkthrough data with staff once a month during a Friday staff meeting and/or the Monday Memo to reflect on progress toward the goal, revisit specific look fors that were/were not observed during that month's walkthroughs, and reiterate expectations moving forward. ● PL will continue to be provided on Kagan student engagement strategies. ● Admin will give face-to-face feedback to teachers.	
Resources Needed: ● Time to meet with teachers & reflect on instruction	

Challenges to Tackle: ● Time to debrief with individual teachers regarding tier I instruction
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Language support, including visuals, sentence frames, and explicit instruction. ● Administrators will share the expectation that teachers implement Solve and Share with fidelity to increase language development during weekly Professional Learning Communities (PLC). ● Teachers will be invited to after-school ELL PL opportunities and will note where language occurs in lessons. ● Teachers will be invited to after-school ELL PL opportunities and will note where and utilize the language used in lessons. Foster/Homeless: Follow foster students academic plan and counselor will conduct check-ins with students in each group. Free and Reduced Lunch: Migrant: N/A Racial/Ethnic Minorities: Ensure that all cultures are represented in materials used. Students with IEPs: Teachers need to ensure they are following student's IEPs including accommodations and modifications.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*BoysTown Quarterly Sweep data, 5:1 ratios, ClassDojo Data*	*LIT Meetings, Boys Town Data Sweep*	*Class Dojo, Parentlink, Districtwide survey, Family Engagement team data*
	Areas of Strength: There is a team focused on student wellness. Expectations and routines are in place with minimal		

	direction by adults.
	Areas for Growth: Teachers inconsistently give students positive feedback.
Problem Statement	*The Boystown data collected shows that teachers are not giving more positive feedback than negative feedback to students.*
Critical Root Causes	*Teachers' confidence in addressing positives over negatives as a way of proactive teaching.*

Part B

Connectedness	
School Goal: Increase the positive feedback from teacher to students from 3.9:1 (EOY 2023) 4.5:1 (winter 2024) to 5:1 (EOY 2025).	**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: Schoolwide expectations (matrix) are taught within the MTSS framework. Community Circles and restorative practices are embedded in the daily schedule. Positive feedback used daily to build a positive climate and culture in each classroom. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Creating a Positive School Climate and Culture (3)	
Intended Outcomes: Increase the positive feedback from teachers to students from 3.9:1 (spring 2024) to 4:1 (BOY 2024) to 4.5:1 (fall 2024) to 4.8:1 (winter 2025) to 5:1 (EOY 2025).	
Action Steps: ● Staff will explicitly teach a Boys Town skill of the month in Tier 1 daily in order to provide students with the skills to successfully regulate their emotions. ● Staff will implement Boystown Skill of the month. ● PBIS committee will meet weekly to report on implementation of expectations, concerns and potential solutions in each of the following areas: family, student, and staff engagement, and student leadership. ● Social Emotional Learning will be taught by classroom teachers and supported by the wellness team members. ● Counselor will teach monthly Tier 1 classroom lessons. ● Teacher will implement counselor tier 1 lesson strategies. ● Boystown Liaison will provide Tier 2 & 3 small group lessons.	

- Staff will positively reinforce students daily who are being Respectful, Responsible, and/or Safe by awarding them points on Class Dojo, and staff member will share Class Dojo data with staff once a month during a staff/Impact team meeting and/or in the Monday Memo to monitor consistent use of positive reinforcements schoolwide.
- All school staff will consistently enforce the expectations of the matrix daily with students.
- New to Aggie Roberts staff will receive PBIS and Restorative Practices training.
- All staff will receive booster training on Restorative Practices.
- Aggie Roberts will host an optional CPI training for all staff.

Resources Needed:

- Need the counselor, SSP, Boys Town SSS available all day to proactively teach students skills in small groups.

Challenges to Tackle:

- Staff follow through
- Staff having enough time to ensure thorough implementation

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

English Learners: Visuals and sentence frames to assist in understanding of the different emotions.

- Teachers engage in restorative practice PL and implement it more consistently. The counselor is teaching monthly SEL lessons to all classes. The 5:1 data collected will be shared with our staff quarterly. Staff will ensure ELL students understand the vocabulary they are using with their positive feedback (5:1s). In some classrooms; students are positively acknowledging each other.
    - Data will be collected quarterly. In between the quarterly gatherings, the principal, Boys Town SSS, and behavior strategist collect data weekly.
- Boys Town, liaison and/or behavior strategist, coaches each teacher after observing them. During staff meetings PL, ideas are shared on how to increase specific, positive praise. The admin will share examples of classrooms where students positively acknowledge each other.

Foster/Homeless: Follow foster student's academic plan and the counselor will conduct check-ins with students in each group to support their social/emotional selves.

Free and Reduced Lunch: Teachers will conduct daily whole-group check-ins and morning circles, which include direct SEL instruction.

Migrant: N/A

Racial/Ethnic Minorities: Ensure that all cultures are represented in materials used.

Students with IEPs: Teachers need to ensure they are following student's IEPs including accommodations and modifications. Create and follow students' BIPs.

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	*$4962686.98*	*Staffing & supplies*	*Student Success, Adult Learning Culture, Connectedness*
Title I	*$200,640*	*CSR teachers, paper*	*Student Success, Adult Learning Culture, Connectedness*