



Clark County School District

Louis Wiener, Jr. Elementary School

School Performance Plan: A Roadmap to Success

Louis Wiener, Jr. 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: Michael V. Blume

School Website: <https://lwjes.vegas>

Email: Contact School for More Information

Phone: (702) 799-5760

School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on June 26, 2024



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/louis_wiener_jr_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
Michael V. Blume	Principal <i>(required)</i>
Keturah Draper, Bridgette Nygard	Assistant Principal(s) <i>(required)</i>
ElRae Carino	Teachers <i>(required)</i>
TBA	Paraprofessional <i>(required)</i>
Leticia Cummings, Erika Snyder	Parents <i>(required)</i>
N/A	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</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
Act 3 - Reviewing the Journey	June 3, 2024	<ul style="list-style-type: none">• Reviewed status from the 2023-2024 Act 3 SPP check-in• Discussed updates to SPP action steps
Review of SPP at SOT Meeting	June 3, 2024	<ul style="list-style-type: none">• Presentation regarding 2024-2025 revisions to the SPP
		<ul style="list-style-type: none">•
		<ul style="list-style-type: none">•



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	MAP Growth data were reviewed along with STAR data and grades	SEL lessons were provided utilizing Rethink Ed, Counselor provided ongoing lessons to classes and groups	Tier I instructional materials available for Reading, Mathematics, and Science, Online reading materials available to all students
	Areas of Strength: Common-area and classroom expectations were set, Monthly citizenship presentations were provided		
	Areas for Growth: Ensuring all educators and students interact with learning intentions and success criteria throughout the learning process, Increase the amount of students at/above the 41st percentile on MAP Growth assessments <u>MAP Growth for Spring 2024</u> Reading - 48% At/Above 41st Percentile Math - 57% At/Above 41st Percentile		
Problem Statement	Student proficiency is low. Students who are not proficient in reading will continue to fall behind because reading skills build upon prior learning. Spring 2024 MAP results showed the following percentage of students at/above the 41st percentile: K-50%, 1-37%, 2-49%, 3-49%, 4-49%, 5-45%		
Critical Root Causes	Educators did not provide differentiated instruction that implemented the entirety of the Teaching and Learning Cycle and CCSD Tier I instruction expectations. Educators did not utilize differentiated and scaffolded resources and instruction that were available in Tier I instructional materials.		



Part B

Student Success	
School Goal: <i>Increase the percent of all students scoring above the 40th percentile in reading from 45% (fall) to 50% (winter) to 55% (spring) by 2025 as measured by MAP Growth Assessments.</i>	Aligned to Nevada's STIP Goal: <i>STIP Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>Fully implement the CCSD Tier I and Tier II instruction expectations and fully utilize HMH Into Reading and 95% Group Phonics Core Program reading instructional materials.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>HMH Into Reading - 2 (Moderate), 95% Group Phonics Core Program - 1 (Strong), MTSS - 1 (Strong)</i>	
Intended Outcomes: <ul style="list-style-type: none"><i>If educators fully implement CCSD Tier I and Tier II Instruction expectations and fully utilize adopted instructional materials to provide quality programming and MTSS implementation, students will improve their knowledge and skills and will increase their performance on reading assessments (classroom, STAR, MAP, State), including increasing the percentage of students above the 40th percentile from 46% in 2024 to 55% in 2025 (spring MAP).</i>	
Action Steps: <ul style="list-style-type: none"><i>Administration will provide ongoing professional learning, observation, and feedback utilizing the CCSD Teaching and Learning Cycle, including instructional expectations, weekly on Thursdays August-May and on staff development days</i><i>Educators will follow the CCSD Tier I and Tier II Instruction Expectations daily August-May</i><i>Grade level teams will collaborate utilizing the PLC structure and monitor progress on HMH Into Reading, 95% Group Phonics Core Program, and STAR assessments to determine impact of instruction weekly August-May</i><i>Grade level teams will utilize MAP Growth to identify student progress and areas in need of acceleration and they will use this data to inform Tier I and Tier II instruction (three times per year after test administration and utilize data at weekly PLC meetings)</i>	
Resources Needed: <ul style="list-style-type: none"><i>CCSD Teaching and Learning Cycle & Supporting Documents (including Tier I and Tier II instruction expectations)</i><i>CCSD Adopted Instructional Materials (HMH Into Reading, 95% Group Phonics Core Program)</i>	



- *Professional learning sessions (Thursdays and Staff Development Days)*
- *Professional Learning Community Framework*
- *Contract time meetings and extra-duty pay for additional professional learning opportunities*
- *Observations and feedback conferences*
- *Funds for materials*

Challenges to Tackle:

- *Limited time for planning and implementation; refine formal weekly PLC meeting structure with support from school faculty*
- *Varying levels of educator training; continue CCSD Teaching and Learning Cycle professional learning sessions weekly and on staff development days*
- *Varying experiences students already have; focus on Tier I instruction and implementation of CCSD Tier I Instruction Expectations utilizing adopted Tier I instructional materials and included resources for differentiation and scaffolding*

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

English Learners: *Utilize targeted scaffolds and supports personalized for learners based on the ELD Frameworks.*

Foster/Homeless: *Implement regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Free and Reduced Lunch: *Provide explicit instruction and opportunities to practice solving problems using the problem solving structure (Gradual Release Model).*

Migrant: *Provide regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Racial/Ethnic Minorities: *Implement culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students.*

Students with IEPs: *Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*



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>Educators gained additional knowledge about CCSD's Tier I Instruction Expectations and the CCSD Teaching and Learning Cycle, Initial year of implementation of Literacy Tier I Instructional Materials</i>	<i>Administration provided ongoing professional learning sessions (staff development days and weekly morning sessions), Administration developed foundational understandings for teachers related to PLCs</i>	<i>Intervention plans and instruction were provided in classrooms, Student assessment data was used to inform instruction in classrooms, Professional learning focused on plans from the CCSD Supplemental School Performance Plan</i>
	<i>Areas of Strength: Knowledge of features of Literacy Tier I Instructional Materials developed throughout the year, Training regarding CCSD Tier I Instruction Expectations and the CCSD Planning/PLC Structure was provided</i>		
	<i>Areas for Growth: Refining planning and responding following a PLC structure, Refining utilization of the differentiation and scaffolding features of Tier I instructional materials utilizing Look Fors documents; Continue to develop educator understandings related to long-term, medium-term, and short-term planning</i>		
Problem Statement	<i>There has been a varied set of planning processes in place in the school that has not resulted in a coherent instructional program across the building. Lack of coherence does not support effective instruction and student learning. LWJES has implemented a formal PLC structure for one year.</i>		
Critical Root Causes	<i>There has not been a consistent understanding (including specific language) of MTSS by all faculty. There has not been a common planning process and structure in place across the school for more than one year.</i>		



Part B

Adult Learning Culture	
School Goal: <i>Ensure that Professional Learning Community (PLC) meetings follow the CCSD Teaching and Learning Cycle include a focus on PLANNING with Tier I Instructional Materials and ANALYZING/RESPONDING at least 90% of the time in the 2024-2025 school year as measured by PLC meeting observations/meeting minutes.</i>	STIP Connection: <i>STIP Goal 3: All students experience continued academic growth</i>
Improvement Strategy: <i>Implement and utilize a refined formal PLC structure that follows the CCSD Teaching and Learning Cycle for all faculty with weekly sessions.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2-Moderate</i>	
Intended Outcomes: <ul style="list-style-type: none"><i>If educators improve their understanding of MTSS and align their practice to the MTSS structure and consistently utilize the CCSD Tier I and Tier II Instruction Expectations through the Teaching and Learning Cycle and the formal PLC structure, educators will develop effective plans for instruction and be able to make adjustments to teaching and learning so that students are able to demonstrate increased proficiency on state assessments in reading (from X% in 2024 to Y% in 2025) and math (from A% in 2024 to B% in 2025).</i>	
Action Steps: <ul style="list-style-type: none"><i>Administrators create and support implementation of refined formal PLC structure and observe PLC meetings weekly August-May</i><i>Educators will monitor the impact of instruction at weekly PLC meetings August-May</i><i>Administrators will provide ongoing professional learning and aligned feedback to educators regarding the CCSD Teaching and Learning Cycle (Plan, Teach, Assess, Analyze, and Respond, inclusive of PLCs and Tier I and Tier II instructional expectations) weekly August-May.</i>	
Resources Needed: <ul style="list-style-type: none"><i>CCSD Teaching and Learning Cycle, CCSD Plan/PLC structure, and time dedicated to planning</i><i>CCSD Pacing Guides</i><i>MAP, STAR, and Diagnostic Assessment Results/Data</i><i>Content Area Instructional Materials (K-5 Math - enVision Mathematics 2020, K-5 ELA - HMH Into Reading & 95% Group Phonics Core</i>	



Program, K-5 Science - Amplify, K-5 SEL - Rethink Ed, K-5 SS & Health - See CCSD Pacing Guides)

- *Professional Learning Sessions (during contract day and extra-duty hours)*

Challenges to Tackle:

- *Limited time available; implement protected times for PLC sessions and PL sessions that include both Plan and Analyze/Respond*
- *Ensuring each department member implements the plan and that the department returns to review progress and achievement at the end of the unit with associated interventions and enrichment; devote PLC time for analysis of data, administration to observe regularly and engage in feedback discussions with educators, and devote support from learning strategist*

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

English Learners: *Support educators in the planning and execution of Tier I Instruction as related to utilizing targeted strategies, scaffolds and supports personalized for learners based on the ELD Frameworks.*

Foster/Homeless: *Implement regular opportunities to meet with the school counselor and/or Safe Schools Professional during collaborative planning for support and assistance in addressing the needs of students.*

Free and Reduced Lunch: *Include explicit instruction and opportunities to practice solving problems using the problem solving structure (Gradual Release Model) in daily lesson plans developed during collaborative planning.*

Migrant: *Implement regular opportunities to meet with the school counselor and/or Safe Schools Professional during collaborative planning for support and assistance in addressing the needs of students.*

Racial/Ethnic Minorities: *Include culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students in daily lesson plans developed during collaborative planning.*

Students with IEPs: *Ensure ongoing collaboration and planning occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Students completed the Panorama survey and individual needs were reviewed by Counselor and SSP, Absenteeism information was reviewed from FocusED and Infinite Campus</i>	<i>Teachers developed relationships with individuals and groups of students throughout the school year, Teachers identified students for monthly citizenship and persistence recognition</i>	<i>A high percentage of families participated in conferences and meetings with teachers, Events were hosted that invited families to spend time with their student in the school</i>
	<i>Areas of Strength: Educators spent time determining ways to present learning opportunities to students that considered a variety of student needs</i>		
	<i>Areas for Growth: Develop and deploy family engagement structures (limited-time events and ongoing connections), Building application of concepts from SEL instructional materials into academic areas, Recognize specific examples of student and educator persistence and the impact on learning/growth/achievement, Decrease the amount of avoidable student absences as 32% of the student population was identified as being chronically absent (source: FocusEd)</i>		
Problem Statement	<i>The amount of students who are chronically absent remains high. Students who do not attend school regularly continue to fall further behind as they do not receive quality, connected, and coherent instruction. As of the end of the 2023-2024 school year, 32% of students were considered chronically absent as shown in FocusEd.</i>		
Critical Root Causes	<i>Adults in the school community have differing understandings and expectations regarding regular school attendance for elementary students. The school did not have a robust formal process in place for encouraging good attendance and intervening with families whose students have multiple absences.</i>		



Part B

Connectedness	
School Goal: <i>Reduce the percent of students chronically absent from 32% in the 2023-2024 school year to 20% for the 2024-2025 school year as measured in FocusEd.</i>	STIP Connection: <i>STIP Goal 3: All students experience continued academic growth</i>
Improvement Strategy: <i>Increase student attendance by implementing the CCSD Multi-Tiered System of Supports Attendance Protocols.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MTSS - 1 (Strong)</i>	
Intended Outcomes: <ul style="list-style-type: none"><i>If the school develops and implements the attendance protocols as planned in the CCSD MTSS framework, students will improve their regular school attendance which will support a reduction in chronic absenteeism from 32% in the 2023-2024 school year to 20% in the 2024-2025 school year.</i>	
Action Steps: <ul style="list-style-type: none"><i>School Counselor and SSP will provide information regarding the impact of positive school attendance and develop intervention plans for students experiencing high rates of absenteeism August-May</i><i>All educators will intervene with students who are experiencing absences as soon as multiple absences occur August-May</i><i>Administration and school staff will develop a long-range attendance plan by the end of September 2024</i><i>Administration and school staff will monitor progress by sharing daily school attendance rates & classes with perfect attendance, providing weekly/monthly perfect attendance incentives, recognizing students with semester perfect/excellent attendance, and sharing weekly attendance rates in the school newsletter August-May</i><i>Create resources for classrooms to monitor attendance and for educators to utilize when intervening with initial attendance concerns (e.g., messages for Class Dojo, classroom incentives, one-pager for staff)</i>	
Resources Needed: <ul style="list-style-type: none"><i>CCSD MTSS Attendance Protocols</i><i>Consistent Schoolwide Attendance Support Ideas and Intervention Expectations (Plans + Implementation)</i><i>School Attendance Informative Materials for Families and Recognition Supplies for Students</i><i>Send Home Attendance Notifications to Families Weekly</i>	



- *Incentives to recognize positive attendance in the short-term, medium-term, and long-term*

Challenges to Tackle:

- *Limited Time and Varied Student Need; Implement Tier I and Tier II interventions to support student improved attendance*
- *High amount of students with significant absences; Implement Tier I and Tier II interventions and recognition to improve attendance rates (weekly, monthly, quarterly, semester, year)*

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

English Learners: *Utilize targeted scaffolds and supports personalized for learners based on the ELD Frameworks.*

Foster/Homeless: *Implement regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Free and Reduced Lunch: *Provide explicit instruction and opportunities to practice solving problems using the problem solving structure (Gradual Release Model).*

Migrant: *Provide regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Racial/Ethnic Minorities: *Implement culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students.*

Students with IEPs: *Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*



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	\$3,727,839	Staffing, Instructional Supplies	1, 2, and 3
Read by Grade 3	\$115,120	Literacy Strategist	1, 2, and 3
GATE	\$67,246	GATE Teacher	1, 2, and 3
Special Education Fund	\$934,279	Staffing	1, 2, and 3
At-Risk Funds	\$391,699	Staffing, Instructional Supplies	1, 2, and 3
English Language Learner Funds	\$134,617	Staffing, Instructional Supplies	1, 2, and 3
Title I	\$206,340	Staffing, Instructional Supplies	1, 2, and 3