Thank

Clark County School District

Manuel J. Cortez ES

School Performance Plan: A Roadmap to Success

Manuel J. Cortez ES 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: Lin Soriano
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School Designations: ☑ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☑ **ATSI**

Our SPP was last updated on 7/23/2024

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/manuel_j._cortez_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
Lin Soriano	**Principal(s)** *(required)*
Dawn Rivera	**Other School Leader(s)/Administrator(s)** *(required)*
Christine Cox	**Teacher(s)** *(required)*
Nanci Sochol	
Pam Smith	
Karla Martinez	**Paraprofessional(s)** *(required)*
Adriana Arce	**Parent(s)** *(required)*
N/A	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
N/A	**Specialized Instructional Support Personnel** *(if appropriate)*

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
Staff Meeting	Weekly	• Discussed NSPF data with the school community and solicited input and feedback on school improvement initiatives.
School Organizational Team Meetings	Monthly	• SOT discusses progress towards SPP Roadmap goals, and continued improvement strategy efforts. Input and feedback is solicited. • https://www.cortezelementary.com/apps/pages/index.jsp?uREC_ID=505719&type=d&termREC_ID=&pREC_ID=986242
Family Nights	Every other Month	• Discussed SPP goals and strategies as they relate to the corresponding parent night (i.e. literacy night, math night, multicultural night, etc.)
Title I Meetings	1/22/24 2/21/24	• Discussed SPP goals and strategies with families.
Website	Ongoing	• The SPP is clearly posted on the school website for all community members to view. Contact information is also provided on the website.

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 % Proficient (Math 18%, ELA 22.1%, Science 7.4%) SBAC Math MGP 71.5% SBAC ELA MGP 52% SBAC % Meeting Math AGP 35.9% SBAC % Meeting ELA AGP 33.9% WIDA % EL meeting AGP 65.7%	Knowing ways to calm myself: 68.12% reported favorably Emotion Regulation: 40% reported favorably	enVisions/Savvas Curriculum HMH Literacy Curriculum District Pacing guides/lesson plans Observation data Extracurricular opportunities School wide SEL curriculum
	Areas of Strength: Rigorous Tier II aligned to standards utilized in all grade levels for reading, data reflects strengths in ELA		
	Areas for Growth: Math achievement and improved Tier I instruction, ELA achievement and improved Tier 1 instruction, Student development of ability to self-regulate emotions and process feelings		
Problem Statement	MAP data in the Fall of 2024 predicts that 30.1% of students will be proficient in math on the SBAC in spring of 2025, and 27% will be proficient in ELA.		
Critical Root Causes	Research based ELA and math curriculum has not been implemented with consistency.		

Part B

Student Success

School Goal: Increase the percentage of all students projected to be proficient in mathematics from 30.1% (2024) to 40% by 2025, as measured by MAP growth assessments. Increase the percentage of all students projected to be proficient in ELA from 27% (2024) to 40% by 2025, as measured by MAP Growth assessments. May 2024	**Aligned to Nevada's STIP Goal:** 3

Improvement Strategy: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Continue to implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.

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

Intended Outcomes: Increase the percent of students scoring above the 65th percentile in math from % (Fall) to % (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment. Increase the percent of students scoring above the 65th percentile in ELA from % (Fall) to % (Winter) to 40% (Spring) by the end of the 2024-2025 school year, as measured by MAP Growth Assessment.

Action Steps:

- Review MAP data.
- Utilize Mountain Math spiral review with all students
- Use results from the MAP diagnostic to assign differentiated, just in time supports to students prior to teaching units
- Use results from the MAP assessment to develop small group intervention plans
- Use results from the MAP assessment to inform small differentiated Tier 1 groupings
- Increase the frequency of data review and data based planning in PLCs
- PL on the shifts in math, utilization of the coherence document, and attention to the rigor of the standards

Resources Needed:

- enVisions resources
- Mountain Math
- HMH Literacy Curriculum

Challenges to Tackle:

- Teacher small group ELA fluency; Administrator observations and feedback on small group curriculum delivery, peer observations of model lessons, strategist co-teaching for modeling
- Time to plan with grade level for consistent use of program; Administrators will reserve morning meeting time for grade level

collaboration.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
Foster/Homeless: The wraparound team will support students with referrals to available resources and advocate for programs and resources available through CCSD and the broader community. Free and Reduced Lunch: Students will have the opportunity for after-hours tutoring and/or Saturday study camps provided by licensed and support staff. Migrant: Students will be supported by either wraparound or academic strategist based on instructional or SEL support needed. Racial/Ethnic Minorities: Students will receive differentiated support based on instructional and SEL needs.. Students with IEPs: Students will be supported by implementing additional small group instruction as needed. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Students will receive additional support via push-in or pull-out, depending on the student's IEP.

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 Staff Self-assessment Data Analysis Instructional Rounds	Strategists are attending multiple PL sessions that develop coaching abilities, content knowledge, and data analysis. Administrators are attending PL sessions that guide the PLC development and understanding of the curriculum.	Morning PL sessions Administration led discussions Assigned grade level support to facilitate completion of requested tasks and curriculum implementation.
	Areas of Strength: Teachers have been attending PLCs once per week this entire school year and are accustomed to the grade		

	level collaboration and discussion regarding the unwrapping of NVACS and utilizing student data to drive instruction.
	Areas for Growth: Utilization and differentiation of HMH curriculum in Tier 1 and Tier 2 instruction.
Problem Statement	Teachers are not fully trained on the use of the HMH curriculum to support differentiated small group instruction.
Critical Root Causes	This is our second year using the HMH curriculum. Teachers made gains in whole group instruction knowledge, however they continued to struggle with small group consistency.

Part B

Adult Learning Culture	
School Goal: By the end of the 2024-2025 school year, 100% of K-5 staff delivering ELA instruction will utilize the HMH curriculum with fidelity, implementing research-based strategies and data-driven decision making during both whole group and small group instruction.	**STIP Connection:** 2
Improvement Strategy: Attend multiple professional learning sessions regarding implementation of the HMH curriculum specifically to support high quality small group instruction. Collaborate with colleagues regarding best practices and improvement strategies. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3	
Intended Outcomes: Increased student achievement in ELA through data-driven decisions and in depth knowledge of the standards and HMH curriculum to provide strong Tier 1 instruction, in whole group and small group settings, as well as targeted interventions and supports.	
Action Steps: ● Attend professional learning regarding the HMH curriculum ● Collaboration with colleagues, strategists, and administrators regarding best practices and improvement strategies ● Administrators will provide routine observation and feedback cycles specific to the HMH curriculum ● Instructional rounds/targeted peer observation regarding implementation of the HMH curriculum	
Resources Needed: ● HMH training and support documents ● Current student data and Tier 1 expectations documents ● Upcoming standards as determined by grade level/District pacing guides	

Challenges to Tackle:

- Teacher knowledge of the standards, understanding of HMH curriculum, growth in best practices for data-driven instruction; Administrator led PLCs and PLs regarding effective Tier 1 instruction and data dives, district-led PL on curriculum
- Teacher morale regarding results of data; Administrator emphasis on growth, celebrating all progress

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

Foster/Homeless: Counselors will provide resources and support to families as needed.

Free and Reduced Lunch: Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.

Migrant: Teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs based on student data. Teachers will utilize the Language Supports manual in envisions and ELL supports in HMH.

Racial/Ethnic Minorities: Strategists will analyze ELA data and provide additional small-group instruction to targeted students as needed.

Students with IEPs: Strategists will provide additional small group instruction as needed, incorporating data gathered during ELA analysis. Special education teachers will collaborate with general education teachers to provide strategies to help students reach their IEP goals. Additional support may be given by push-in or pull-out, depending on the student's IEP.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Districtwide Survey Panorama Survey	Districtwide Survey	Districtwide Survey Community Outreach Survey
	Areas of Strength: Staff participation in the district wide survey		
	Areas for Growth: Parent participation in the district wide survey (current 74 families participated)		
Problem Statement	The Nevada School Climate Survey indicated that students at Cortez achieved a 68/100, on knowing ways to calm themselves down, below the District's average of 73/100. This implies that many Cortez students continue to need support with how to		

	apply the skills necessary to manage emotions, set and achieve positive goals, feel empathy, maintain positive relationships, and make responsible decisions. Additionally, students scored an overall 40% on the Spring Panorama survey regarding emotion regulation, slightly below the district average of 42%.
Critical Root Causes	Direct instruction in SEL Curriculum has not been consistently provided to students.

Part B

Connectedness	
School Goal: Increase the percent of students who reported knowing ways to calm themselves down on the Nevada School Climate Survey from 68% (2024) to 75% by (2025). Increase the percentage of students able to regulate emotions from 40% on the Spring 2024 Panorama survey to align with the district average of 42% on the Spring 2024 Panorama survey.	**STIP Connection:** 6
Improvement Strategy: Continue to implement a school wide SEL curriculum and PBIS structure, supported by our counselors, BoysTown representative, and behavior strategist. Classroom teachers will engage in daily SEL focused morning meetings to foster community and connectedness. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 4	
Intended Outcomes: Increase positive feelings and empathy experienced by students, and to decrease the number of counselor referrals.	
Action Steps: ● Review school climate survey data ● Review Panorama data ● Identify students in need of individual support and develop plans for those students (CICO/community circles/targeted skill building) ● Identify school trends by analyzing counselor referrals and classroom teacher data ● Adhere to PBIS structures and supports	
Resources Needed: ● Continued training on school wide SEL curriculum and PBIS structures, including school wide classroom integration of PBIS expectation	
Challenges to Tackle: ● Amount of students and staff needing support versus available staff and training, provide professional learning to staff and options for external community resources to families.	

Equity Supports. What, specifically, will we do to support the following student groups around this goal?
Foster/Homeless: Counselor/CIS/BoysTown advocate will provide resources and support to families as needed. Free and Reduced Lunch: Strategists will analyze district survey and Panorama data and provide additional small group instruction to targeted students as needed. Migrant: Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed. Racial/Ethnic Minorities: Strategists will analyze district survey and Panorama data and provide additional small-group instruction to targeted students as needed. Students with IEPs: Strategists will provide additional small-group instruction as needed. Special education teachers will collaborate with general education teachers to develop strategies to help students reach their IEP goals. Depending on the student's IEP, additional support may be given by push-in or pull-out.

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	$5,490,432	Staffing, prep buy-out, supplies, tutoring	Student Success, Adult Learning Culture, Connectedness
Title I	$315,210	Staffing, prep buy-out, CIS, Boys Town	Student Success, Adult Learning Culture, Connectedness
Gifted and Talented	$53,340	Staffing	Student Success, Adult Learning Culture, Connectedness
English Learners	$985,690	Staffing, supplies	Student Success, Adult Learning Culture, Connectedness