



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

School Website: cortzelementary.com

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Phone: 702-799-2180

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 7.28.23



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/manuel_j._cortez_elementary_school/2022/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) <i>(required)</i>
Holly Lawrence	Other School Leader(s)/Administrator(s) <i>(required)</i>
Dawn Rivera	
Alicia Wardle	Teacher(s) <i>(required)</i>
Anna Barrett	
Gina Bedoian	
Diana Alvarado	Paraprofessional(s) <i>(required)</i>
Adriana Arce	Parent(s) <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
Staff Meeting	Weekly	<ul style="list-style-type: none">• Discussed NSPF data with the school community and solicited input and feedback on school improvement initiatives.
School Organizational Team Meetings	Monthly	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	2/9/23 2/22/23 5/15/23 TBD	<ul style="list-style-type: none">•• Discussed SPP goals and strategies with families.
Website	Ongoing	<ul style="list-style-type: none">• 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 8.4%, ELA 22.4%, and Science 5.1%) SBAC Math MGP 31.5% SBAC ELA MGP 47% SBAC % Meeting Math AGP 16.4% SBAC % Meeting ELA AGP 38.6% SBAC % EL meeting AGP 23.1%	Challenging Feelings: 42% reported favorably Emotion Regulation: 35% reported favorably	enVisions/Savvas Curriculum HMH Literacy Curriculum District Pacing guides/lesson plans Observation data Extracurricular opportunities School wide SEL curriculum
	<i>Areas of Strength:</i> Rigorous Tier II aligned to standards utilized in all grade levels for reading, data reflects strengths in ELA		
	<i>Areas for Growth:</i> 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 spring of 2023 predicts that 12.7% of students will be proficient in math on the SBAC in spring of 2023, and 18.1% will be proficient in ELA.		
Critical Root Causes	Research based ELA and math curriculum has not been implemented with consistency.		

Part B

Student Success



<p>School Goal: Increase the percent of all students projected to be proficient in mathematics from 12.7% (2023) to 40% by 2024, as measured by MAP growth assessments. Increase the percent of all students projected to be proficient in ELA from 18% (2023) to 40% by 2024, as measured by MAP Growth assessments.</p> <ul style="list-style-type: none">● (AB 219 C) Increase the percentage of ELL students meeting their math MAP growth targets from 45% to 60% on the MAP assessment.● (AB 219 C) Increase the percentage of EL students meeting their EL AGP target as measured by the WIDA assessment from 17.4% to 58%.	<p>Aligned to Nevada's STIP Goal: 3</p>
<p>Improvement Strategy: Implement enVision mathematics instruction consistently across the school, aligned with the district pacing. Implement newly adopted HMH literacy curriculum across the school, aligned with the district pacing.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	
<p>Intended Outcomes: Increase the percent of students scoring above the 60th percentile in math from 12.7% (spring) to 30% (fall) to 40% (winter) by the end of the 2023-2024 school year, as measured by MAP Growth Assessment. Increase the percent of students scoring above the 60th percentile in ELA from 18% (spring) to 30% (fall) to 40% (winter) by the end of the 2023-2024 school year, as measured by MAP Growth Assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● 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.● 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	
<p>Resources Needed:</p> <ul style="list-style-type: none">● enVisions resources● Mountain Math● HMH Literacy Curriculum	
<p>Challenges to Tackle:</p>	



- Teacher pushback on mandatory use of program; Administrator observations and feedback on 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?

English Learners: WIDA and SBAC bootcamps will be provided to support achievement. Teachers will utilize the Language Supports manual in enVisions2020.

Foster/Homeless: Counselor/CIS advocate will provide resources and support to families as needed.

Free and Reduced Lunch: Based on data, teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs.

Migrant: Based on data, teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs. Teachers will utilize the Language Supports manual in envisions.

Racial/Ethnic Minorities: Based on data, teachers will develop and execute instructional plans and use differentiated Tier I and Tier II programs.

Students with IEPs: Teachers will provide 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. Additional support may be given by push in or pull out, depending on the student's IEP.

AB 219 - Corrective Action Plan:

- ELL Data:
 - Data shows that 7.5% of English Learners currently met math proficiency criteria, compared to the 21.2% district CSI benchmark.
 - Only 17.4% of English Learners met their 2021/2022 Language AGP as measured by the WIDA ACCESS assessment
- Root Cause:
 - Classroom observations indicated inconsistencies to extend learning activity that engage students in discourse on academic content and vocabulary that is aligned with state instructional standards.
 - Proficiency performance of ELLs demonstrates a need for teachers to acquire additional knowledge and skills to deliver effective grade - level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.



- Action Steps to Address Root Causes:
 - After-school activities
 - Summer extended learning opportunity targeted on language acquisition skills the two weeks prior to the beginning of the school year
 - Tutoring for ELL students with a focus on purposeful, structured discourse
 - Professional learning targeted to EL instructional strategies including the Understanding Language Development (ULD) sessions and QTEL training
 - Monitor completion of ULD sessions, with 100% expected completion rate
- Responsibility for Addressing Root Causes (Action Steps):
 - Administration will monitor tutoring participation and growth
 - Title III tutoring for EL students is administered by Learning strategists
 - Leadership team will conduct classroom observations/walks to monitor implementation of EL strategies across all content areas
 - Leadership team will monitor PLC agendas and lesson plans to ensure implementation of quality Tier I instruction aligned to NVACS utilizing EL strategies
 - Licensed professionals will complete ULD sessions and implement effective ELL strategies during grade-level Tier I instruction.
- Plans to provide Professional Learning:
 - Administration will monitor ULD completion with the expectation of 100% staff participation
 - QTEL training sessions will be offered to staff that hasn't participated in QTEL professional learning
 - Learning strategists will provide additional PL for EL Strategies (article studies, modeling, coaching, etc)

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.



	<i>Areas of Strength:</i> 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.
	<i>Areas for Growth:</i> Utilization of newly adopted HMH curriculum and understanding program delivery.
Problem Statement	Teachers have not been fully trained on the HMH curriculum and will need extensive professional development.
Critical Root Causes	This is a newly adopted program. Additionally, we have multiple teachers unfamiliar with the NVACS and the science of reading.

Part B

Adult Learning Culture	
School Goal: By the end of the 2023-2024 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.	STIP Connection: 2
Improvement Strategy: Attend multiple professional learning sessions regarding implementation of the HMH curriculum. 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, as well as targeted interventions and supports.	
Action Steps: <ul style="list-style-type: none"> ● 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/peer observation regarding implementation of the HMH curriculum 	
Resources Needed: <ul style="list-style-type: none"> ● 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, 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?

English Learners: Recognize how language acquisition in multilingual students affects understanding of standards, provide opportunities for differentiated instruction through HMH curriculum understanding.

Foster/Homeless: Counselor/CIS advocate 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: Strategists will analyze ELA data and provide additional small group instruction to targeted students as needed.

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
	<i>Areas of Strength:</i> Staff participation in the district wide survey		
	<i>Areas for Growth:</i> Parent participation in the district wide survey (current 46 families participated)		
Problem Statement	The Nevada School Climate Survey indicated that students at Cortez achieved a 61/100, on knowing ways to calm themselves down, well below the District's average of 73/100. This implies that many Cortez students do not know 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 35% on the Spring Panorama survey regarding emotion regulation, well below the district average of 42%.		
Critical Root Causes	Direct instruction in SEL Curriculum has not been consistently provided to students.		

Part B

Connectedness	
<p>School Goal: Increase the percent of students who reported knowing ways to calm themselves down on the Nevada School Climate Survey from 61% (2023) to 75% by (2024). Increase the percentage of students able to regulate emotions from 35% on the Spring 2023 Panorama survey to align with the district average of 42% on the Spring 2024 Panorama survey.</p>	<p>STIP Connection: 6</p>
<p>Improvement Strategy: Implement a school wide SEL curriculum and PBIS structure, taught by our counselors, BoysTown representatives, and mini-lessons delivered by classroom teachers.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	



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
- Identify school trends by analyzing counselor referrals and classroom teacher data
- Adhere to PBIS structures and supports

Resources Needed:

- Training on school wide SEL curriculum and PBIS structures

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?

English Learners: Strategists will analyze district survey and Panorama data and provide additional small group instruction to targeted EL students.

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 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 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.



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	\$5,044,485	Staffing, prep buy-out, supplies, tutoring	Student Success, Adult Learning Culture, Connectedness
Title I	\$359,670	Staffing, prep buy-out	Student Success, Adult Learning Culture, Connectedness
Title III	\$15,642	Mentoring, training	Student Success, Adult Learning Culture, Connectedness
English Learners	\$476,800	Staffing, prep buy-out, supplies	Student Success, Adult Learning Culture, Connectedness
Gifted and Talented	\$56,555	Staffing	Student Success, Adult Learning Culture, Connectedness