



Clark County School District

Red Rock Elementary School

School Performance Plan: A Roadmap to Success

Red Rock 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: Chantae Readye

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Phone: 702-799-4223

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 11/15/2024



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/red_rock_elementary_school/2024/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 |
|--|--|
| Chantae Readye | Principal(s) <i>(required)</i> |
| Sarah Silva | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Dana Reed-Spooner, Mirna Martinez, Jessica Gunderman, Brittany Kubik | Teacher(s) <i>(required)</i> |
| Teresa Marceau | Paraprofessional(s) <i>(required)</i> |
| Carla Garcia, Kewana Carter | Parent(s) <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 |
|---------------------|------------|---|
| May SOT Meeting | 5/13/24 | Parents feel that school has improved in terms of culture and students feel safe at school. Ready to shift focus to attendance. There were some questions about COSA and how that affects attendance. Reviewed CCSD Survey and discussed changes areas of growth and areas of improvement. |
| August SOT Meeting | 8/19/2024 | Shared Updated SPP with SOT and team felt it was a good focus and would make a positive impact on the school. Focused on the Chronic Absenteeism goals and how we could work with parents to encourage them to get students to school. |
| October SOT Meeting | 10/28/2024 | Shared the Status 1 Check of the SPP Roadmap. Discussed some issues we have had getting parents to attend the monthly attendance meetings and our plan to try another strategy to improve parent engagement and support improve attendance. Team thought working in attendance information in major school events and a direct approach with chronically absent families would be best. |



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 |
| | MAP Growth Assessments SBAC summative assessments | Panorama surveys Districtwide survey | Classroom observations Annotated lesson plans |
| Data Reviewed | Areas of Strength: The MAP growth from Fall to Spring in ELA (35%) and Math (63%) with an increase in proficiency of 3% (ELA) and 18% (Math). In addition, we were able to exit 12% of students from WIDA. | | |
| | Areas for Growth: Spring MAP data shows the school is 25% proficient in ELA and 37% proficient in Math overall. Although the overall proficiency for ELA and Math are higher than last year, there was not as much growth or adequate reduction of “at risk” students in ELA. Especially in grades 3 - 5. There were significant gains in Math that we can start to capitalize on to move toward proficiency. | | |
| Problem Statement | MAP assessment results and historical SBAC data shows a need to focus on increasing the efficacy of Tier I instruction for all students. | | |
| Critical Root Causes | Although staff were implementing PLCs and discussing data consistently, there were not enough discussions about how best to instruct students during Tier I based on that data. There was inconsistent use of formative data to guide instruction across all grade levels. Tier 1 materials were not used effectively on a consistent basis. | | |



Part B

| Student Success | |
|---|--|
| <p>School Goal: <i>The percent of students meeting or exceeding the established growth target in math will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.</i></p> <p><i>The percent of students meeting or exceeding the established growth target in reading will be 50% at (winter) and 60% (spring) by 2025 as measured by the MAP Growth Assessment.</i></p> | <p>Aligned to Nevada's STIP Goal: <i>Goal 3: All students experience continued academic growth.</i></p> |
| <p>Improvement Strategy: <i>The ELA and Math curriculum will be implemented with fidelity and supported with regular, targeted coaching and regular instructional rounds. Teachers will deliver instruction that is aligned to NVACS and lessons will be delivered with instructional support based on formative and summative student data to address targeted deficits.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Rationale): <i>enVision Math 2020 - level 3; HMH Into Reading - level 4</i></p> | |
| <p>Intended Outcomes:</p> <ul style="list-style-type: none">● <i>More students will meet growth targets and teachers will be able to accurately predict and prepare for misconceptions in instructional delivery.</i> | |
| <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Provide professional development on curriculum and instructional expectations</i>● <i>Teachers will annotate lesson plans to proactively plan for instructional need in their classroom</i>● <i>Conduct Instructional Rounds-Math/ELA Every 4-5 weeks</i>● <i>Have curriculum experts conduct regular classroom observations to give feedback on implementation and give action steps for best practices.</i>● <i>Ongoing Envision 2020 training with Math Strategist</i>● <i>Utilize district pacing guides to keep instructional delivery on track to ensure students are exposed to all grade level skills.</i>● <i>Utilize Math Instructional strategist and Read by Grade 3 Literacy Specialist to support development of teacher instructional skills.</i> | |
| <p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Lesson plans</i>● <i>Instructional rounds schedule</i>● <i>CCSD Pacing Guides</i>● <i>NWEA Coach</i> | |



- *Math Coach*
- *RBG3 Literacy Specialist*
- *PLC Agendas*
- *Grade level long range plans*

Challenges to Tackle:

- *Scheduling outside trainers/experts during key times of implementation for best impact; will explore some digital options and some train-the-trainer professional learning opportunities*
- *All staff are at different levels of proficiency and comfort with the new curriculum as some will be new to the district; will make sure to work with trainers to come to ensure differentiated options and direct coaching.*
- *Year 2 in the implementation of a new curriculum, so there will be some growing pains; will be sure to continue to give mentorship and support to staff.*

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

English Learners: Flash Light 360 and Core 95 to be implemented within Tier I and Tier II instruction to ensure language needs for English Learner students are supported at both an instructional level and on grade level. Bilingual academic vocabulary charts in math and ELA. District required ULD training for staff to review best practices for ELL teaching strategies.

Foster/Homeless: Additional materials to take home. 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: 100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: Look at achievement gap data. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.

Students with IEPs: Awareness students' IEP goals and accommodations. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.



Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
|-----------------------------|--|-----------------------------|--|
| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| | <i>Classroom observations Instructional Rounds PLC Meetings</i> | <i>Instructional Rounds</i> | <i>PLC meeting agendas, minutes, observations</i> |
| Data Reviewed | <i>Areas of Strength: PLCs are happening regularly and grade levels are discussing curriculum and making sure that all NVACS are supported through instruction.</i> | | |
| | <i>Areas for Growth: Staff are not utilizing formative check data to help inform instructional plans to ensure students are successfully meeting the learning targets for each lesson. Staff struggle with taking ideas and techniques discussed in PLC and using them effectively in the classroom.</i> | | |
| Problem Statement | <i>Grade levels are talking specifically about how they will teach concepts and skills during the Tier I, however those techniques are not showing up in PLCs consistently. Grade levels are sharing data, but not using it to inform next steps.</i> | | |
| Critical Root Causes | <i>Educators lack the knowledge of connecting data and understanding of student needs to pedagogy and delivery during Tier I.</i> | | |

Part B

| Adult Learning Culture | |
|---|---|
| School Goal: Increase the percent of classroom observations that show evidence of using needed differentiated instruction to assist students in understanding skills and concepts based on common formative and summative assessment data as discussed and planned in PLCs to 50% at the end of semester 1 and to 70% at the end of semester 2, 2025 as | STIP Connection: <i>Goal 2: All students have access to effective educators.</i> |



| | |
|--|--|
| <p>measured by PLC observations and agendas cross-referenced with the Tier I Monitoring Tool.</p> | |
| <p>Improvement Strategy: <i>The Leadership team (administration and strategists) will clearly define what should happen during PLC meetings and communicate that to staff in order to reflect on current PLC practices and evaluate where each grade level is in the PLC development process. Targeted support will then be provided. Leadership team will then determine an observation schedule based on what is discussed during PLCs and will note findings using the Tier I Monitoring Tool.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Gather walkthrough data from each PLC- level 2, Analyze data in PLCs- level 3</i></p> | |
| <p>Intended Outcomes: Clearly defining what should be occurring in PLCs and providing support and professional learning to staff to build capacity will ensure that Tier I lessons are more purposefully planned, ideas and techniques discussed are actually implemented within the classroom, and more accurate data can be gathered to evaluate their effectiveness.</p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none">● <i>Leadership Team meetings to determine needs and analyze the DDI results</i>● <i>Review MAP data with teachers and admin team</i>● <i>Conduct Instructional Rounds-Math/ELA Every 4-5 weeks</i>● <i>Review and Refine current structures - PLC dates, Pacing Calendar</i>● <i>Grade Level Reflection on PLC procedures</i>● <i>Provide targeted support for grade levels based on needs</i>● <i>Unwrapping Standards for backwards planning</i>● <i>Matching rigor of tasks to true meaning of the standard</i>● <i>PD on aligning formative assessments to summative.</i>● <i>Strategies for teachers to share examples/non-examples and share student work and/or methods of problem solving.</i> | |
| <p>Resources Needed:</p> <ul style="list-style-type: none">● <i>NWEA Coach</i>● <i>MAP data</i>● <i>Formative assessment data</i>● <i>PLC+ Manual</i>● <i>Exemplars/non-examples</i> | |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>PD and planning for extra-duty pay; will be able to utilize Staff Development days now and can fund Extra Duty Pay for after school PL sessions.</i> | |



- *Refining PLC structures in a way that works practically at Red Rock ES.; will conduct a needs assessment for each grade level's PLC to determine the best structures.*

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

English Learners: Professional Learning on the Core 95 program instructional implementation for Tier I and Tier II instruction. Professional Learning on the Flash Light 360 vocabulary curriculum instructional implementation. All educators at Red Rock ES will complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Red Rock ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content. Professional learning on discourse structures as a means of raising the level of academic discourse among ELL students. Data on EL students will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.

Foster/Homeless: Student support team checks on at-risk students. 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: 100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Migrant: N/A

Racial/Ethnic Minorities: Data on ethnic/racial student groups will be specifically analyzed during PLC meetings. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Students with IEPs: Include resource room teachers in PLC discussions. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|---|----------------------------|--|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <i>Panorama Surveys Districtwide survey FocusEd Infinite Campus</i> | <i>Districtwide survey</i> | <i>Districtwide survey Tardy/Absence Notes FocusEd Infinite Campus</i> |
| | <i>Areas of Strength: Red Rock has decreased Chronic Absenteeism by 7% from 2023 to 2024.</i> | | |
| | <i>Areas for Growth: Red Rock still has a high level of chronic absenteeism (29.2%) , with the majority of absences being in kindergarten and 1st grade (34.9% and 30% respectively).</i> | | |
| Problem Statement | <i>Parents are not getting students to school on time consistently and chronic absenteeism rates have not reduced back to pre-COVID levels.</i> | | |
| Critical Root Causes | <i>Families do not understand how much education is lost when they keep their students out of school for insignificant reasons. Especially for the younger grades.</i> | | |

Part B

| Connectedness | |
|---|---|
| School Goal: Reduce the percent of students chronically absent from 29.2% in Spring 2024 to 20% by Spring 2025, as measured by the NSPF. | STIP Connection: <i>Goal 2: All students have access to effective educators.</i> |
| Improvement Strategy: <i>Utilize a coordinated effort with our administration, office staff, and Student Support Team to create a multi-tiered systematic approach to supporting families with making sure students attend school regularly.</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Truancy Diversion - level 4</i> | |



Intended Outcomes: *Families will better understand the impact of so much missed school and will make the decision to get students to school more regularly.*

Action Steps:

- *Families sent attendance information documents before school starts with their registration information.*
- *During Back to School Night (August 9, 2024) administration holds meeting with families to inform them of the importance of attendance and share new school year attendance policies. Teachers reiterate information with families in their classrooms.*
- *Clerk manages attendance records and alerts admin and the SST team when students reach the chronically absent threshold.*
- *Teachers alert the office of students with absence/tardy issues as soon as they arise.*
- *Parents/guardians given attendance update letters to alert them to attendance numbers when they drop students off late or call them out of school early.*
- *Communities in Schools Coordinator plans and coordinates Tier I attendance incentives (e.g. AttenDance, Class attendance trackers, etc.)*
- *Student Support Team (Counselor, Social Worker, Communities in Schools coordinator, Campus Security Monitor, Principal, Assistant Principal, Learning Strategists, Clerk) identify the supports the Tier II and Tier III students/families need to support their attendance needs including home visits, program referrals.*
- *Provide support through wraparound services.*
- *Administration hold bi-monthly Tier II/III attendance meetings for those families with chronically absent students.*
- *Clerk refers students to TPOP as soon as they reach the requirements for the program.*
- *Education Neglect paperwork filed as soon as students reach 20 days absent.*

Resources Needed:

- *Infinite Campus Attendance reports*
- *Student Support Team meetings*
- *Family/student incentives*

Challenges to Tackle:

- *Ensuring all families are informed of the importance of regularly attending school and the new attendance policies for the school year; will utilize a variety of ways to share information with families like Meet the Teacher night, school website, notes home, Class Dojo, etc.*

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

Establish Student Support Team to help support students and families with services to help them to get their students to school consistently. Team will include counselors, BoysTown, Communities in Schools, ReInvent Las Vegas, Impact, and administration. Team will track at-risk students and match students and families to wrap around services that are needed to support regular school attendance. Student Support Team will conduct weekly home visits for those chronically absent. Clerk will pull absentee numbers weekly to tag at-risk students. Professional Learning on school and district policy on tracking absent students and contacting families for chronically absent students.



English Learners: *Bilingual emotional vocabulary lists. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners and students who are at-risk.*

Foster/Homeless: *Provide wraparound services and regular check-ins 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: *100% Free/Reduced Lunch students population. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

Migrant: N/A

Racial/Ethnic Minorities: *Two-way communication with parents about the specific needs of each student. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

Students with IEPs: *Awareness of behavior goals. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.*

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 Budget | \$4,103,324.90 | Staff, supplies, and instructional materials | Student Success Adult Learning Culture Connectedness |
| At-Risk Weighted Funds | \$523,807 | Professional development and staff | Student Success Adult Learning Culture Connectedness |
| EL Weighted Funds | \$441,875.27 | Professional development and staff | Student Success Adult Learning Culture Connectedness |



| | | | |
|---------|-----------|------------------------------|--|
| Title I | \$226,290 | Staff and parent involvement | Student Success Adult Learning Culture Connectedness |
|---------|-----------|------------------------------|--|