



Clark County School District

Gwendolyn Woolley

Elementary School

School Performance Plan: A Roadmap to Success

Gwendolyn Woolley 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:

School Website: woolleyelementary.org/#

Email: embedded in school's website, contact section

Phone: 702-799-4970

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

Woolley Elementary School's SPP was last updated on September 20, 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/gwendolyn_woolley_elementary_school/2024/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
Anna Cool-MacRae	Principal <i>(required)</i>
Jenn Bauchrowitz, Cynthia Hansford, Mariah Kirby, and Robin Matticx/Debra Roberson	Other School Leaders/Administrators <i>(required)</i>
Danielle Irving, Princess Payne, and Keon Pierre	Teachers <i>(required)</i>
Juana Torres	Paraprofessional <i>(required)</i>
Ashley O'Brien	Parent <i>(required)</i>



School Community Outreach

Outreach Activity	Date	Lessons Learned from the School Community
Act 3/Act 1	6/7/2024	Complete Act 3. Continue to inform the school community of improvement updates more frequently.
Present Measures of Academic Progress (MAP) data, comparing test data points from Spring of 2024, Fall of 2024, Winter of 2024, and Spring of 2025 as follows: • during CI Team work sessions • during staff meetings • during SOT meetings • during Title 1 parent meetings • via school website • via Parent Link • during Parent Conferences • via ongoing communication with parents regarding student progress utilizing Class DoJo and ParentLink	Ongoing to begin July 1, 2024 through June 30, 2025	The school continues to support the belief that parents and school community members desire current and ongoing data relative to students' academic achievement, the culture and climate of the school, the school's efforts in ensuring equity and diversity, along with desiring multiple opportunities to be engaged in planning, implementing, and evaluating outreach activities throughout the school year. Woolley ES will continue to regularly seek input, act upon it, and make adjustments as needed to insure that the community feels valued and involved.



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's data from spring of 2023 to spring of 2024 was summarized and analyzed by school, by grade, by teacher, and by student. In addition, scores were compared to District results for the same test windows. In the spring of 2023, 52% of students met their growth target in Reading, and 43% met their growth target in Math. In the spring of 2024, 49% of students met their growth target in Reading, and 62% of students met their growth target in Math. In Math, Woolley ES students exceeded the growth target. Although the staff is proud of and pleased with the more-than-anticipated overall growth in Math, Woolley staff continues to expect and strive for grade level proficiency for all of its students in both Math and Reading.	Woolley Elementary staff includes one full-time counselor and one full-time Community in Schools (CIS) Coordinator that conducts in-class training sessions with students on topics that have been identified as a need by staff, students, and parents. Each counselor also maintains a list of students that will be met weekly to insure ongoing support. Both counselors provide support services for families as needed. The school is adding the position of a Social Emotional Learning (SEL) Specialist. The CCSD Psychologist Services Division sponsors a part-time school psychologist at the school to assist in screening students with learning difficulties and provide support to families of identified students. The following programs/staff will be added in the 24/25 school year to support social and emotional learning:	In addition to implementing the District's adopted instructional programs, some of the outside resources used to access and insure rigor in the school are: Kagan, which promotes communication and classroom interaction; Thinking Maps, used to help visualize thinking and the organization of thoughts; and sentence stems, which gives students the opportunity to respond/communicate effectively in the form of complete sentences. Teachers also use Explicit Phonics, a systematic and sequential teaching of the letter-sound relationship that allows students to decode words, along with previously released SBAC items, which provides students with the format/vocabulary and expectations of questions they will be expected to understand and respond appropriately on the State's assessment.



		Reading Skills Center The Reading Skills Center (RSC) will connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development through teacher-created lessons. A Language Learning Strategist will oversee the center and four Language Learning Specialists will run leveled and individualized groups supporting student learning. Resources and Support: • Literacy- and language-based lesson plans will be provided for Grades 1-3 following a lesson framework. • Literacy- and language-based lesson plans will be provided for Grades 4-5 following speaking, writing, reading, and listening opportunities modeled after Quality Teaching for English Learners. • Professional learning will be provided for RSC staff on literacy and language instruction, classroom management, data analysis, and language development. • School visits will be scheduled to observe, coach, and provide feedback to facilitators and tutors to ensure integrity of instruction is consistent among all RSC staff.	All of the aforementioned tools are used to access student proficiency and plan for targeted support accordingly. All supplemental materials must be vetted in the PLC for rigor and relevance, and approved by the principal before use.
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		Social Emotional Learning (SEL) Specialist Behavioral health concerns are equally as important as academics and physical health. The school is in a unique position to create a safe and supportive learning environment for all students. The SEL specialist will be an integral part of a site-based MTSS team that includes mental health professionals (school counselor, Communities in Schools Coordinator, school psychologist, and school nurse), administration, and licensed staff in the planning, development, and implementation of support for all students. Students will attend an SEL Special every week with a trained specialist. The curriculum will be designed based on the needs and cognitive capabilities of students. Scaffolded lessons ensure students receive appropriate information in a format they can understand and build from year to year. The curriculum will be fully aligned with the Collaborate for Academic, Social, and Emotional Learning (CASEL) framework and sequenced to ensure consistency throughout a student's education. Attendance Officer (AO) Woolley ES documented a high chronic absenteeism rate (47% in 2022-23 school year) which was reduced to 34% during the 2023-2024 school year.	
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		The AO will support students and families with understanding the impact of chronic absenteeism on student academic growth. The AO will provide resources and assistance in removing barriers that prevent students from attending school on a regular basis by: • working closely with the school's Clerk, Student Support Team and administration to develop a comprehensive program for addressing all students' needs as they relate to attendance (Tier 1, 2, and 3). • creating goals and incentives for students in Tier 3. The school's goal is - an chronic absenteeism of under 15%.	
	<i>Areas of Strength: Based on the spring 2024 administration of the MAP assessment, results indicate that a large percent of students, overall, are meeting and/or exceeding growth projections from data derived from the spring of 2023 to spring of 2024 MAP assessments in Math.</i>		
	<i>Areas for Growth: Based on the spring 2024 administration of the Smarter Balanced Assessment Consortium (SBAC), and the spring 2024 MAP assessment a large number of students, overall, have not demonstrated grade level proficiency or met their growth projections in Reading.</i>		
Problem Statement	Woolley ES students in Kindergarten through Grade 5 continue to demonstrate a lack of grade level proficiency in Math and Reading.		
Critical Root Causes	Students' demonstration of grade level proficiency is less-than-desired, and the school continues to seek support in providing quality Tier 1, Tier 2, and Tier 3 instruction. Also, the high chronic absenteeism rate of 30% continues to be an issue. These are two of the major contributing factors that the school considers its root cause for the problem statement.		



Part B

Student Success	
School Goal: Increase the overall percent of students meeting/exceeding their growth target in Reading by 5% from fall 2024 to winter 2024 and by 5% from winter 2024 to spring 2025; and Increase the overall percent of students meeting/exceeding their growth target in Math by 5% from fall 2024 to winter 2024 and by 5% from winter 2024 to spring 2025; as assessed by MAP assessments.	Aligned to Nevada's STIP Goal: <i>All students experience continued academic growth and perform on grade level.</i>
Improvement Strategy: Deliver high quality Tier 1 and effective data driven differentiated instruction. Evidence Level: 95 Core Phonics Program (1), A-Z Collections for Blended Learning (1), AIMSweb (2), Amplify Science (1), BrainPop (2), CHAMPS (4), Coaching (2), Collections (4), Communities in Schools (3), Counselor (1), Data Analysis (2), enVisionmath2.0 (3), enVision Mathematics Common Core 2020 (3), Exact Path (3), Freckle (3), HMH Into Reading K-5 (4), Imagine Learning (3), Kagan (2), Map Growth Assessment (3), PBIS (1), PLC (2), RAZ Plus (1), Truancy Diversion (4), and Wraparound Services (4).	
Intended Outcomes: Teachers will have the opportunity to improve best practices that will support the delivery of high quality instruction and increase student achievement.	

**Action Steps:**

- Woolley ES teachers will have the opportunity to observe peers' effective instructional and management best practices.
- Woolley ES will incorporate a Reading Center, staffed with a full-time employee, to focus on students who are near meeting their growth goals.
- Woolley ES will utilize Core Plus Mathematics in grades for a Grades 2-5 intervention (RTI).
- Woolley ES will implement a mentorship program for entry and mid-level teachers that will include coaching, modeling, and monitoring of the program's effectiveness.
- The Woolley ES Leadership Team will plan targeted professional learning based on identified needs and Tier 1 expectations/instructional materials.
- The Woolley ES Leadership Team will conduct instructional rounds to assess the effectiveness of the instruction delivered and will reflect after the rounds to discuss observations and determine appropriate next steps.
- The Woolley ES Leadership Team will continue to work with its NWEA assigned coach to monitor program implementation and the delivery of rigorous instruction.
- Woolley ES will continue to provide targeted professional development, modeling/coaching by learning strategists and administration, strategies/successes/challenges discussed during grade level PLCs.
- Woolley ES administrators will continue to monitor the effectiveness of the delivery of its programs and instruction throughout the school year, and make adjustments if and when necessary.

Resources Needed:

- Woolley ES will provide dedicated and ongoing time to engage in PLC collaboration with Leadership Team members attending as well to monitor adherence to protocol and determine ongoing effectiveness.
- Woolley ES will provide a written protocol that will be followed with desired outcomes being recorded for each PLC meeting.
- Teachers will bring all current formative and summative data to the PLC for the purpose of informing and guiding the collaboration of and evaluating the effectiveness of the plans implemented, as a result of the PLC.

Challenges to Tackle:

- Scheduling a weekly and on-going time for staff to conduct an effective PLC.
- Including time in weekly staff meetings dedicated to discussion involving successes and challenges with effective PLCs and differentiated instruction.
- Securing the time and resources required to provide professional development as needed, along with monitoring the use of the knowledge gained as it relates to the delivery of targeted and effective instruction.



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

- English Learners: Imagine Learning is dedicated to providing individualized support for identified students based on WIDA scores.
- Foster/Homeless: Ongoing Title 1 HOPE services will continue to be provided to identified students.
- Free and Reduced Lunch: All Woolley ES students qualify for and will continue to receive this support.
- Migrant: N/A
- Racial/Ethnic Minorities: Woolley ES created and supports the work of the Equity Committee to promote awareness, engage families, and provide targeted support as needed for racial/ethnic minority students.
- Students with IEPs: In addition to offering inclusion services to identified students, Woolley ES operates primary and intermediate autism programs and employs a full-time SEIF to ensure that IEPs are current, appropriate, and meet all Federal, State, and District regulations.

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>Input received from the weekly Leadership/Staff meetings, the use of staff surveys to determine professional development needs, the ongoing communication between the school's Learning Strategists, and the ongoing monitoring by administration, assist in determining the training needs of staff. A review of all assessment data, by teacher and by grade level also assists in targeting areas of instructional needs.</i>	Administration provides a beginning-of-the-year training on effective PLC's, and requires them to be held on a weekly basis. Administration supports and promotes weekly staff meetings by attending each grade level's PLC at least twice a month. As professional development requests are brought forward to administration, leadership attempts to address each request by using outside sources or covering classes so teachers can visit/model other classrooms as needed.	Weekly Leadership meetings, weekly staff meetings, weekly PLC's, Instructional Rounds conducted twice a year, and periodic staff surveys ensure that needs are expressed, addressed, and that resources acquired to address those needs are monitored for effectiveness.



		Instructional Rounds are conducted twice a year, ensuring that each classroom teacher is involved in at least one round. Results are shared with the staff at weekly meetings.	
	<i>Areas of Strength: The administration of Woolley ES conducts weekly leadership meetings each Monday and entire staff meetings on Tuesdays. A standing agenda item for these meetings is a discussion on staff needs in training and support, a review of the effectiveness of previously delivered training and support, and a plan for future needs to ensure continuance of meeting the needs of staff.</i>		
	<i>Areas for Growth: The administration and Learning Strategists will continue to monitor the implementation and success/or lack of, previously delivered professional development and support, and will adjust future activities accordingly.</i>		
Problem Statement	Woolley ES teachers need ongoing support in the planning and implementation of Tier 1 instruction that meets the high level of rigor and intent of the Nevada Academic Content Standards.		
Critical Root Causes	A continued need for targeted, sufficient and appropriate professional development opportunities that is acquired and delivered, is the major contributing factor to the school's problem statement.		

Part B

Adult Learning Culture	
School Goal: By May of 2025, 100% of Woolley Elementary School staff will attend targeted and differentiated professional development based on identified needs, as documented by ELMS transcripts, Staff Development Day sign-in sheets, and all ongoing in-house training/coaching/modeling events which will include a roster of participants and a summary of content delivered.	STIP Connection: <i>All students have access to effective educators.</i>



Contents to be covered will include, but are not limited to: ● PLC's that function with efficacy ● The District's adopted reading Program, Houghton Mifflin Harcourt ● Effective Tier 1 instruction ● Scaffolding learning to insure proficiency ● Writing instruction ● Rigorous instruction aligned to Nevada standards ● Effective RTI instruction	
Improvement Strategy: Provide targeted, differentiated high quality professional learning opportunities for all staff. Evidence Level: Coaching (2), PBIS (1)-1, PLC (2), Build a committed staff and provide professional development (1).	
Intended Outcomes: Teachers will have the opportunity to attend professional learning sessions and real time in-house observations of best practices that will support the delivery of high quality instruction, based on their individual needs.	
Action Steps: ● Woolley ES teachers will have the opportunity to observe peers' effective instructional and management best practices, look for tools, pacing guides, and the Tier 1 monitoring tool as resources/guides. ● Woolley ES will implement a mentorship program for entry and mid-level teachers that will include coaching, modeling, and monitoring of the program's effectiveness. ● The Woolley ES Leadership Team will plan targeted professional learning based on identified needs and Tier 1 instructional materials. ● The Woolley ES Leadership Team will conduct instructional rounds to assess the effectiveness of the instruction delivered and will reflect after the rounds to discuss observations and determine appropriate next steps.	
Resources Needed: ● The acquisition and scheduling of targeted, research based, best practices Professional Learning Education (PDE) that will support overall teacher effectiveness, insure implementation of program fidelity, and address individual student needs, is an ongoing challenge.	
Challenges to Tackle: ● The ability to secure substitute teachers that will allow staff to attend PDE and observe others' best practices, continues to be a challenge. A potential solution to this challenge is splitting classes within grade levels so teachers can rotate attendance. Another potential solution is offering prep-buyouts so teachers can cover classes, allowing others to attend PE and/or observe classes.	



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

- English Learners: As needed, Woolley ES will secure PDE and resources to support the specific learning needs of ELL students.
- Foster/Homeless: As needed, Woolley ES will offer Wraparound services and resources to support the unique needs of foster/homeless students.
- Free and Reduced Lunch: All Woolley ES students qualify for and receive this support.
- Migrant: N/A
- Racial/Ethnic Minorities: Woolley ES created and supports the work of the Equity Committee to provide resources and training to enhance teachers' cultural competency.
- Students with IEPs: In addition to offering inclusion services to identified students, the inclusion classroom teachers receive training, support, and resources from the Special Education team.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Administration, teachers, and support staff are always visible and engaging with students throughout the school day. Individual conversations with students help promote connectedness, and administration encourages staff to conduct individual "wellness" meetings with each child in his/her classroom once a week. Students are involved in setting their weekly, quarterly, semester, and annual goals. The successes and/or remaining challenges in meeting individual goals are addressed on a monthly basis, at a minimum.</i>	During weekly Leadership and staff meetings, agenda items address current and future issues expressed by staff. Administration believes in an "open door" policy where staff can feel free to visit at any time to discuss needs and reflect on successes or potential future topics. Administrators conduct weekly "drop bys" with teachers to promote comfort and trust levels, always encouraging staff to request assistance as needed without fear of adverse consequences.	<i>Data received from the Parent Survey, individual teachers' use of ParentLink and Class DoJo, parent-teacher-student conferences, periodic communication between teacher and parents, individual conversations with students, and parent nights promote and encourage input from students and their families on student goals, provide the school with direction on student goals, promotes engagement, and assists the school in addressing the effectiveness of reaching pre-determined goals.</i>



	Administration invites students to “lunch” with them several times during the week to discuss issues and/or plan for activities that will address issues.		
	Areas of Strength: Targeted email messages to parents, class DoJo messages, Open House, on-going individual conversations with students, and after school family functions have been well received by families of Woolley ES.		
	Areas for Growth: Continue family engagement by increasing the numbers of those participating in the aforementioned areas of strength.		
Problem Statement	Quality family engagement at Woolley ES is an ongoing need across all grade levels.		
Critical Root Causes	The school continues to experience challenges in finding ways to encourage and increase parent engagement, determine appropriate events/supports needed by this community, and determine times that will accommodate the varied working schedule of its families.		

Part B

Connectedness	
School Goal: Based on the results of the 2024 Woolley Fall and the 2025 Woolley Spring Annual Family Engagement Surveys, 75% or more of responses to the survey question or statement stems will be: “agree or strongly agree,” “positive or very positive,” or “periodically or often.”	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning. Evidence Level: Communities in Schools-4, Counselor-1, Social Worker-4.	
Intended Outcomes: Families from the diverse communities within the Woolley ES population will feel welcomed and engaged in both school activities and their children’s education.	



Action Steps:

- Woolley ES teachers will send letters of introduction to each of its families.
- Woolley ES teachers will make on-going contact with families via phone calls, Class DoJo messages, and letters sent home with students that provide updates, encouragement, and praise for their students' efforts.
- Parents will be encouraged to schedule a visit in their childrens' classrooms and will be accompanied by a school administrator to ensure that the parents understand the nature of the instruction received and the expectations the teacher holds for their children.
- Woolley ES will utilize the division-wide services available from CCSD to support family and community engagement in an effort to increase family engagement at the school.
- Woolley ES will utilize face to face meetings via Class DoJo announcements, phone calls, flyers, notifications on the school's website, and surveys to assess needs related to parent and family engagement.
- The Woolley ES community will host community events throughout the school year in partnership with community, city, and state organizations.
- Woolley ES staff will be provided with resources and support to assist with effective and productive family engagement.
- Woolley ES staff will make beginning-of-the-year phone calls and/or emails to each of its families to encourage ongoing communication and engagement, will bring parent volunteers back for the first time post-Covid and Administration, will host "Pastries with Parents" or a similar activity designed to provide parents the opportunity to talk with administration and initiate conversations about what they want to see at Woolley and how the school can better engage them.
- The Woolley CIS program will continue to support: Mammoth Market, Character Awards, Mammoth Marvels Leadership Award Carnival, PBIS Core Values Kick-Off Assembly, End of Year Mammoth Leader Award Carnival, January Assembly on Refresher Behavior and Expectations, Truancy Diversion Program, Therapeutic Tuesday Yoga, and Afterschool Clubs.

Resources Needed: Woolley ES will seek support and guidance from the Equity Committee to enhance engagement and connections with diverse families.

Challenges to Tackle: The ability for Woolley ES to identify and implement strategies to enhance engagement and connectedness with diverse families remains an ongoing challenge that will continue to be addressed by consistently looking for opportunities to build relationships. .

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

- English Learners: Woolley ES will provide translation for families in all oral and written communications.
- Foster/Homeless: Upon identification of needed services, Woolley ES will connect families with targeted Wraparound services.
- Free and Reduced Lunch: All Woolley ES students qualify for and receive this support.
- Migrant: N/A.
- Racial/Ethnic Minorities: Woolley ES supports the work of the Equity Committee to provide resources and services to support the engagement of families from diverse backgrounds.

Connectedness

- Students with IEPs: Woolley ES administration and staff will continue to ensure that parents are aware of and involved in the creation and implementation of student IEPs, and the school will continue to monitor the accuracy and effectiveness of the plan.



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 Funds	\$6,610,964.94	To successfully implement the school's SPP Action Steps for Inquiry Area 1 - Student Success, Inquiry Area 2 - Adult Learning Culture, and Inquiry Area 3, Connectedness.	To successfully achieve the school's SPP Goals for Student Success, Adult Learning Culture, and Connectedness.
At Risk Funds	\$1,089,921.92	To successfully implement the school's SPP Action Steps for Inquiry Area 1 - Student Success, Inquiry Area 2 - Adult Learning Culture, and Inquiry Area 3, Connectedness.	To successfully achieve the school's SPP Goals for Student Success, Adult Learning Culture, and Connectedness.



Title I Funds	\$592,965.00	To successfully implement the school's SPP Action Steps for Inquiry Area 1 - Student Success, Inquiry Area 2 - Adult Learning Culture, and Inquiry Area 3, Connectedness.	To successfully achieve the school's SPP Goals for Student Success, Adult Learning Culture, and Connectedness.
GATE Funds	\$38,810.81	To successfully implement the school's SPP Action Steps for Inquiry Area 1 - Student Success, Inquiry Area 2 - Adult Learning Culture, and Inquiry Area 3, Connectedness.	To successfully achieve the school's SPP Goals for Student Success, Adult Learning Culture, and Connectedness.
SPED Funds	\$1,152,505.12	To successfully implement the school's SPP Action Steps for Inquiry Area 1 - Student Success, Inquiry Area 2 - Adult Learning Culture, and Inquiry Area 3, Connectedness.	To successfully achieve the school's SPP Goals for Student Success, Adult Learning Culture, and Connectedness.