Clark County School District

Schorr ES

School Performance Plan: A Roadmap to Success

Schorr 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.

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

Our SPP was last updated on 02/05/2025

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/steve_schorr_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
Shannon Williamson	**Principal**
Susan Gant	**Assistant Principal**
Holly Senter	**Instructional Strategist**
Leslie Oney	**GATE Teacher**
William Garcia	**5th Grade Teacher**
Shannon Cuddihy	**Math Strategist**
Sheila Helal	**Science Strategist**
Lauren Cottrell	**Counselor**
Jennifer Lopuch	**Parent**

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
SOT meeting	5/15/24	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
CI Team meeting	5/23/24	We learned that we need to streamline data to record schoolwide growth effectively. We learned that we have been stuck in the data phase of PLCs and need to focus on the full Teaching and Learning Cycles.
SOT Meeting	9/26/24	SOT discussed the upcoming budget concerns, particularly all the monies that need to be cut. Advice and feedback were solicited to inform decisions about the budget.
School Newsletter, Parentlink	10/07/24	Parents were given a QR code to scan at the end of their parent-teacher conferences. The QR code took parents to a school survey regarding how parents feel about our school, staff, and engagement.
SOT Meeting	10/17/24	SOT discussed progress towards SPP: Roadmap goals and continued improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
SOT Meeting	01/22/25	SOT discussed progress towards SPP, our Roadmap goal, and how we were continuing our improvement strategy efforts. Advice and feedback were solicited to inform decisions about SPP: Roadmap revisions.
Leadership Meeting	02/07/25	Met with the Leadership team regarding updating one goal due to already meeting the goal.

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 Spring 2024	Panorama/SEL	enVisionMath, Amplify Science, HMH Reading
	Areas of Strength: Kindergarten students made measurable progress.		
	Areas for Growth: Effective Tier 1 instruction incorporating new district reading curriculum, academic vocabulary, and student discourse.		
Problem Statement	2024 Standards-Spring MAP ELA results showed that 40% of Schorr ES students in grades 3 through 5 were proficient. Schorr did not meet the goal of having 57% 3rd-grade proficiency. Schorr 3rd grade students are currently 37% proficient in ELA (MAP).		
Critical Root Causes	The new curriculum was implemented without training, thus causing ineffective Tier 1 instruction.		

Part B

Student Success	
School Goal: Increase the percentage of students meeting projected CRT proficiency in reading from 40% in spring 2024 to 45% by spring 2025 as measured by the MAP assessment. *2/7/25: Updated to show progress has been met by the Winter benchmark of 46% of students had already met our goal of 45%. New goal is 50% of students meeting projected proficiency.*	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.

Improvement Strategy:
Teachers will improve Tier 1 instruction through the PLC cycle. We will consistently utilize a research-based, highly aligned curriculum. We will improve foundational skills instruction through the use of Core 95 materials.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH Into Reading (2); 95 Phonics Core Program (1); easyCBM/Fastbridge (3); LETRS (Language Essentials for Teachers of Reading and Spelling) (3);*

Intended Outcomes:
Improving Tier 1 proficiency through the use of Tier 1 curriculum.

Action Steps:

- PLC Look For tool
- HMM Look For tool
- PLC Teaching and Learning Cycle through implementing consistent PLC practices to unwrap standards, plan for instruction, and review student data
- Core 95 training
- Letters training
- Identify specific students needing support using a universal screener
- Teachers will provide additional intervention for students identified as 21%-40% and below according to fall and winter MAP data
- Certified Temporary Tutors will provide small group instruction to 20% and below percentile students and will use a highly aligned curriculum
- Progress monitor students weekly and bi-weekly using Fastbridge
- Professional Learning and coaching on effective tier-one instructional practices and the district ELA curriculum
- Instructional rounds

Resources Needed:

Read by Grade 3 Strategist - RBG3
Learning Strategist
Accelerated Reader
Lexia English
Certified Temporary Tutors (3) At-Risk Funds
FastBridge
Core 95
HMH

Challenges to Tackle:

Onboarding new staff members, assigning mentors as well as providing differentiated professional learning
Implementing a consistent PLC model; assigning an administrator or strategist to attend each PLC meeting as well as providing a structured meeting agenda and guidelines; training CTTs on Core 95
Learn and implement the ELA reading curriculum, HMH, and Core 95 training, as well as RBG3 coaching support
Consistent schoolwide usage on Exact Path.

Improvement Strategy:

Incorporate the use of online performance level-based programs (Exact Path) to customize students' learning paths.

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

Intended Outcomes:

Students working on these online programs for 20 minutes, three days a week, will show growth on weekly FastBridge progress monitoring.

Action Steps:

Identified students will spend 20 minutes each day using Exact Path
Identified students will be progress monitored weekly using FastBridge

Resources Needed:

Exact Path online accounts

Challenges to Tackle:

Providing training on programs; training will be scheduled throughout the year and will be placed on the Master Calendar as well as coaching support from the strategist
Clear staff expectations for the implementation of programs; administration and strategist will support teachers with the implementation of the program as well as the expectations for the program

Ensuring all teachers are using Exact Path effectively

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

English Learners:

- Utilize asset-based strategies learned through ULD sessions.
- Students will utilize Lexia English
- Staff will have PD on supporting ELL students by utilizing QTEL strategies during Tier 1 instruction to increase student discourse.

Foster/Homeless:

- The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch:

- Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Migrant: N/A

Racial/Ethnic Minorities:

- Utilize materials that include representations for diverse populations

Students with IEPs:

- Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**

Data Reviewed	Utilization of Tier 1 ELA curriculum	Read by Grade 3 Strategist/Learning Strategist	RTI Process
	Areas of Strength: Kindergarten, first-grade, second-grade, and fourth-grade students made measurable progress.		
	Areas for Growth: Purposeful planning through data-driven discussions during Professional Learning Community meetings.		
Problem Statement	2024 Spring MAP ELA results showed that 37% of Schorr ES students in grades 3 through 5 were proficient.		
Critical Root Causes	Learning tasks did not consistently include differentiation to address varied student needs, i.e., consistent use of small group instruction. PLCs must be done weekly using the Teaching and Learning Cycle. Instructional staff must consistently ensure that learning tasks use effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups in order to maintain proficiency rates.		

Part B

Adult Learning Culture	
School Goal: Incorporate the use of online performance level-based programs (Exact Path) to customize students' learning paths.	**STIP Connection:** Goal 2: All students have access to effective educators
Improvement Strategy: Adults take part in weekly PLC meetings, utilize the Teaching and Learning cycle in order to improve instructional practices, and purposefully plan for differentiation in Tier one instruction **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Professional Learning Communities (PLC);* 4-Demonstrates a Rationale	
Intended Outcomes: Aligning instruction with Read by Grade 3 professional development, including small group instruction and differentiated instruction through WINN time, Amplify Science, HMH, and Core 95 will increase the number of students who are proficient in reading.	
Action Steps: Classroom teachers, strategists, and CTTs will provide targeted instruction to students who are identified as "at risk." This will occur four days a week, Monday-Thursday, from September to April.	

The learning strategists will collaborate weekly with classroom teachers during weekly PLCs using the PLC learning tool, MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.

Teachers will utilize skill performance reports from Exact Path to drive their instruction.

The learning strategist, tutoring teachers, and CTTs will collaborate during weekly PLCs using the MAP Learning Continuum and common classroom assessment data to design instruction targeted to students' needs.

Resources Needed:

Read by Grade 3 Strategist
Learning Strategist
Certified Temporary Tutors
Exact Path

Challenges to Tackle:

Time for professional development on the HMH curriculum.

Some staff may be reluctant to be coached/mentored by a strategist. Strategists will present PD to staff on Tier 1 curriculum and Tier 1 materials. They will then be able to help support teachers in their classrooms.

Use MAP quadrant report to identify teachers to support as well as teachers who can become mentor teachers.

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

English Learners: Utilize asset-based strategies learned through previous ULD sessions as well as having the strategists and CTTs connect language acquisition with literacy through daily instruction in phonics, fluency, academic vocabulary, reading comprehension, and language development. Lexia English for Elementary school will also be utilized to support our ELL students

Foster/Homeless: The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. Out of the strategic budget, we have funded a second counselor in order to support this subgroup. Map scores will be utilized to track the achievement of these students. These students will attend Tier 2 groups utilizing Core 95 as an intervention to address their specific deficits in reading.

Free and Reduced Lunch: Provide interventions during the school day through the provided school curriculum. Map scores will be utilized to track the achievement of these students. These students will attend Tier 2 groups utilizing Core 95 as an intervention to address their specific deficits in reading.

Migrant: N/A

Racial/Ethnic Minorities: Utilize materials that include representations for diverse populations. Map scores will be utilized to track the achievement of these students. These students will attend Tier 2 groups utilizing Core 95 as an intervention to address their specific deficits in reading.

Students with IEPs: Provide instruction in the least restrictive environment to promote inclusion and exposure to grade-level content. Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. Appropriate tier 1 and tier 2 curriculum will be utilized in order to address each student's IEP goals.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	District-wide Survey - Students	District-wide Survey - Staff	District-wide Survey - Parents
	Areas of Strength: 91% of parents stated that their child's school really values their input and opinions.		
	Areas for Growth: Increase ways for parents to feel that the school actively seeks the input of parents before making important decisions.		
Problem Statement	30% of parents, who completed the District-wide survey don't feel that the school actively seeks the input of parents before making important decisions.		
Critical Root Causes	Some parents' work schedules may prohibit participation in some activities. Surveys get very low participation and response percentages.		

Part B

Connectedness

School Goal: Increase the percentage of parents who feel that the school actively seeks the input of parents before making important decisions. from 70% to 80% on the 2025 District-wide parent survey.	**STIP Connection:** Goal 6: All students and adults learn to work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy:
Provide regular communication and opportunities for parent participation in school activities and decision-making.

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

Intended Outcomes: Parent participation in school activities and opportunities for decision-making will increase the percentage of parent satisfaction on the District-wide survey

Action Steps:

- Plan and execute Academic Nights 2-3 times a year (Literacy Night and Math and Science Night)
- Planned and executed family engagement nights such as Harvest Festival, Bingo, Ornament and Family Movie nights.
- Share strategies and resources for parents to use with students to promote literacy at home, Accelerated Reader and Exact Path through academic nights and parent-teacher conferences
- Parent feedback throughout the year
- Utilized Class Dojo as a schoolwide communication tool
- Include parents on the School Organization Team (SOT)
- Weekly Parent Newsletter
- Parent Conference Feedback form
- Participation in school-based committees
- Conduct school-wide surveys
- Plan and provide evening Open House
- Plan and provide two family picnics (Fall and Spring) during school.
- Teachers and parents will use schoolwide Class Dojo and individual Class Dojo
- Information will be shared on the school's Facebook page

Resources Needed:

Accelerated Reader ($8,240.13)
Lexia English

Challenges to Tackle:

Parent participation; varying dates and times as well as adding incentives to “fun nights,” parent needs/interest assessment

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

English Learners: Translations for school-wide announcements

Foster/Homeless: Virtual options for parent meetings, when requested

Free and Reduced Lunch: Additional parent surveys throughout the year

Migrant: N/A

Racial/Ethnic Minorities: Additional parent surveys throughout the year

Students with IEPs: Differentiated supports provided by the Special Education department; social worker referrals

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)
At Risk Funds	$39,917	Certified Temporary Tutors (3)	Student Success Adult Learning
Read by Grade 3 funds	$94,969.40	Read by Grade 3 Strategist	Student Success Adult Learning
School Budget	$94,969.40	Learning Strategist	Student Success Adult Learning
Grant	$8,691.18	Accelerated Reader	Student Success Connectedness
School Budget	$600	Lexia English	Student Success Connectedness