



Clark County School District

Givens Elementary

School Performance Plan: A Roadmap to Success

Linda Rankin Givens 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: Daniel Hungerford

School Website: <https://givenselementary.wixsite.com/givenselementary>

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School Designations: Title I MRI CSI 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/linda_r._givens_elementary_school/2023/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
Dan Hungerford	Principal(s) (required)
Allison Puana	Other School Leader(s)/Administrator(s) (required)
Kathleen Hauser	Teacher(s) (required)
Tiffany Snyder	Teacher
Plocerfida Sanchez	Paraprofessional(s) (required)
Jolyn Welch	Parent(s) (required)



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
Grade Level PLC Meetings	5/15-19/2023	<ul style="list-style-type: none">• Meet with all Grade Levels individually to discuss Spring MAP data• Identify students growth from winter to spring• Determine individual growth goals for students and staff
SOT	05/24/2023	<ul style="list-style-type: none">• Discussed MAP data with SOT• Shared success stories from student goal setting conferences



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 (3 year data trend) CRT/SBAC (3 year data trend)	District wide survey	Are students receiving Tier 1 instruction that is aligned to grade level standard and provide for proper differentiation and scaffolding for student learning.
	Areas of Strength: 55% of students in grades K-5 are at or above 70th percentile on the Math Spring 2023 MAPS assessment. 55% of students in grades K-5 are at or above 70th percentile on the Reading Spring 2023 MAPS assessment. 62% of students in grades K-5 are at or above the 61st percentile on the Math Spring 2023 MAPS assessment. 65% of students in grades K-5 are at or above the 61st percentile on the Reading Spring 2023 MAPS assessment.		
	Areas for Growth: 50% of students in grades 1-5 have not met the established growth target on the Math MAP assessment from Fall 2022-Spring 2023. 50% of students in grades 1-5 have not met the established growth target on the Language Arts/Reading MAP assessment from Fall 2022 - Spring 2023.		
Problem Statement	Students are not achieving their growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.		
Critical Root Causes	Tier 1 instruction does not allow for differentiated and scaffolded instruction that is designed around grade level standards. Students are not involved in setting academic goals.		



Student Success

<p>School Goal: Increase the percent of students scoring at or above the 70th percentile in math and reading from 55% (fall) to 60% (winter) to 65% (spring) by 2023 as measured by the MAP Growth Assessment.</p> <p>Increase the percent of students meeting or exceeding the established growth target in math from 50% spring 2023 to 55% spring 2024, as measured by the MAP® Growth™ Assessments.</p> <p>Increase the percent of students meeting or exceeding the established growth target in reading from 50% spring 2023 to 55% spring 2024, as measured by the MAP® Growth™ Assessments.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 3: All students experience continued academic growth.</p>
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Improvement Strategy: Strengthen Tier 1 instruction using the adopted math and ELA curriculum.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessment level 2; HMH Into Reading (2); 95 Phonics Core Program (1); enVisions Math (3); Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Progress Monitoring (2); Multi-Tiered Systems of Support (MTSS) (1).

Intended Outcomes: Increased student academic growth.

- Action Steps:**
- Identify target students
 - Meet with grade levels and discuss pacing guides and how they are used when planning instruction
 - Meet with grade level and discuss Fall MAP data, identify students needing Tier II supports as well as identify students scoring at or above the 70th percentile.
 - Hold grade level PLC meetings to unwrap standards using the CCSD Pacing Guides
 - Plan and deliver staff development of using scaffolding and differentiated instruction
 - Plan and deliver staff development of student goal setting conferencing
 - Guide grade level teams to unwrap a standard and create a common assessment

- Resources Needed:**
- GATE Department trainers for Depth, Complexity, and Differentiated/Scaffolded Instruction
 - Staff Training on student goal setting conferences
 - PLC Data discussions
 - CCSD Pacing Guides



- Classroom Walk Tool

Challenges to Tackle:

- Time for training staff on Differentiated and Scaffolded Instruction, will prioritize time within PD days and staff meetings
- Time for grade level PLC meetings, will create a school-wide schedule
- Training staff on digital features of District curriculum, will include in PL sessions on PD days
- Aligning students need for differentiated/scaffolded instruction by using common assessments, will include in PLC sessions
- Training staff on student goal setting conferences, will include in PL sessions on PD days

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

English Learners: EL funds to reduce class sizes

Foster/Homeless: Utilize school Counselor to track students in foster care or homeless situations

Free and Reduced Lunch: N/A

Migrant: N/A

Racial/Ethnic Minorities: Identify struggling students using demographic data during grade level PLC's

Students with IEPs: Utilize Special Education staff to track students with IEP's progress over time



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	Classroom Observation Lesson Plans	New teacher mentors PLC Meetings Staff Training and development	Classroom Instructional walks PLC Meetings Creation of common assessments
Data Reviewed	Areas of Strength: 55% of students in grades K-5 are at or above 70th percentile on the Math Spring 2023 MAPS assessment. 55% of students in grades K-5 are at or above 70th percentile on the Reading Spring 2023 MAPS assessment. 62% of students in grades K-5 are at or above the 61st percentile on the Math Spring 2023 MAPS assessment. 65% of students in grades K-5 are at or above the 61st percentile on the Reading Spring 2023 MAPS assessment.		
	Areas for Growth: 50% of students in grades 1-5 have not met the established growth target on the Math MAP assessment from Fall 2022-Spring 2023. 50% of students in grades 1-5 have not met the established growth target on the Language Arts/Reading MAP assessment from Fall 2022 - Spring 2023.		
Problem Statement	Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards. Students are not achieving his or her growth targets.		
Critical Root Causes	Tier 1 instruction needs to allow for differentiated and scaffolded instruction that is designed around grade level standards. Students need to be involved in setting academic goals.		

Part B

Adult Learning Culture	
<p>School Goal: During the 2023-2024 school year, increase the percentage of teachers that are utilizing data discussions during the PLC process to 100% and walkthrough data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards as measured by the Tier I monitoring Tool (Focal Point).</p>	<p>STIP Connection: Goal 3: All students experience continued academic growth.</p>



Improvement Strategy: Implementing data-driven PLCs

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

Intended Outcomes: Teachers will have sound knowledge of using data to drive instructional planning designed to address student needs.

Action Steps:

- Train staff in using NWEA Map Reports and FocusEd
- Create PLC yearly Calendar for all grade levels
- Schedule MAP Benchmark assessment calendar
- Review MAP data to identify students in need of support
- Time for training staff on Differentiated and Scaffolded Instruction
- Time for grade level PLC meetings
- Aligning students need for differentiated/scaffolded instruction by using common assessments
- Training staff on student goal setting conferences

Resources Needed:

- PLC Training materials (Admin created)
- CCSD Pacing Guides
- NWEA and FocusEd Training sessions (Admin created)
- Admin will create year long PLC calendar (Admin created)
- Create and send MAP testing calendar to staff (Admin created)
- Schedule PLC meeting to discuss student data and identify targeted students (Admin created)
- Time for training staff on Differentiated and Scaffolded Instruction
- Training staff on student goal setting conferences

Challenges to Tackle:

- Time to hold trainings and PLC Meetings
- September, October, and November Staff Development Days will be devoted to the tasks above

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

English Learners: EL funds to reduce class sizes

Foster/Homeless: Utilize school Counselor to track students in foster care or homeless situations

Free and Reduced Lunch: N/A

Migrant: N/A



Racial/Ethnic Minorities: Identify struggling students using demographic data during grade level PLC's

Students with IEPs: Utilize Special Education staff to track students with IEP's progress over time

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide Survey 3-5 Panorama Survey Parent/Teacher/Student Conference	Districtwide Survey PTA Membership and Meetings Monthly SOT Meetings	Districtwide Survey PTA Membership and Meetings Monthly SOT Meetings
	Areas of Strength: Parent Teacher Conferences for Pre-K to 5th grade students yielded 90% attendance. Parent Teacher Association membership has increased by 84% from Fall 2022-Spring 2023. The Annual Fall Festival brought over 1300 students, families, and staff on campus.		
	Areas for Growth: 10% of Pre-K-5 students' families did not attend Parent Teacher Conferences. 18% of Pre-K - 5 students' families do not speak English as their first language. 10% of Pre-K-5 students' families aren't connected to the teacher's digital communication platform.		
Problem Statement	Not all parents know how and where to access information about our school's curriculum and how to read and interpret benchmark MAP data reports.		
Critical Root Causes	Lack of consistency from staff when reporting MAP data during parent/teacher conferences and lack of consistency when providing curriculum material to parents.		

Part B

Connectedness



School Goal: Increase the percent of parents who agree or strongly agree that “I am informed about the curriculum for my child’s grade level” from 93.8% in 2022-2023 to 100% in 2023-2024 as measured by the Districtwide Survey.	STIP Connection: All students experience continued academic growth
Improvement Strategy: Increase communication to families regarding curriculum materials and MAP data. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Family engagement strategies level 4	
Intended Outcomes: Families will be more informed about curriculum and grade level expectations	
Action Steps: <ul style="list-style-type: none">● Share with parents how to access school website● Share with parents resources on the school website● Parent Engagement meeting; “How to set up and use Canvas”● How to read and analyze the parent information from Read By Grade 3● Offer digital access on campus to families	
Resources Needed: <ul style="list-style-type: none">● Licensed staff to share website information● Licensed Staff to share how to set, link all children, and utilize Canvas● Read by Grade 3 Strategist will share parent guide with staff, staff will share with parents at parent/teacher conferences● Admin and Read By Grade 3 Strategist will create a check sheet for parent/teacher conferences	
Challenges to Tackle: <ul style="list-style-type: none">● Time to train parents, live and Google Meets sessions, will create schedule● Create quick reference for parents to refer and place them on our website● Ensure staff is equipped with website addresses and digital resources to share with families	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: EL funds to reduce class sizes Foster/Homeless: Utilize school Counselor to track students in foster care or homeless situations Free and Reduced Lunch: N/A Migrant: N/A	



Racial/Ethnic Minorities: Identify struggling students using demographic data during grade level PLC's

Students with IEPs: Utilize Special Education staff to track students with IEP's progress over time

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 Funds	\$4,123,784.79 (TBD for fall 2023)	Staffing and supplies	Student Success Adult Connectedness
At-Risk Weighted Funds	\$38,053.41 (TBD for fall 2023)	CTT's	Student Success
EL Weighted Funds	\$108,405.19 (TBD for fall 2023)	Class size reduction	Student Success