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: Danel Hungerford
School Website: https://givenselementary.wixsite.com/givenselementary
Email: hungedr@nv.ccsd.net
Phone: 702-799-1430
School Designations: ☐ **Title I** ☐ **CSI** ☐ **TSI** ☐ **TSI/ATSI**

Our SPP was last updated on 10/14/2022.

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/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
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
Staff Data Walk	9/12/2022	● Reviewed student achievement data from 2020-2021 with whole staff
Community Data Walk (SOT Meeting)	9/27/2022	● Reviewed student achievement data from 2020-2021 with SOT and community members
Lead Team Data Dive (Root Cause Analysis)	10/13/2022	● School Lead Team meeting to perform root causes analysis from previous year CRT and Fall MAP data
SPP Roadmap Meeting	10/14/2022	● School Administration met with personnel from AARSI School Road Map team to discuss and ask questions about the 2022-2023 School Performance Plan Road Map
Grade Level PLC Meetings	10/17/2022	● Meet with Grade Levels (1/4/5) individually to discuss Fall MAP data ● Identify students in need of Tier II supports
Grade Level PLC Meetings	10/20/2022	● Meet with Grade Levels (K/2/3) individually to discuss Fall MAP data ● Identify students in need of Tier II supports

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: 56% of students in grades K-5 are at or above 70th percentile on both the Math and Reading Fall 2022 MAPS assessment. 68% of students in grades K-5 are at or above the 61st percentile on the Math Fall 2022 MAPS assessment. 65% of students in grades K-5 are at or above the 61st percentile on the Reading Fall 2022 MAPS assessment.		
	Areas for Growth: 45% of students in grades 1-5 have not met the established growth target on the Math MAP assessment from Fall 2021-Fall 2022. 48% of students in grades 1-5 have not met the established growth target on the Language Arts/Reading MAP assessment from Fall 2021 - Fall 2022.		
Problem Statement	*Students are not achieving his or her growth targets. Tier 1 instruction is not adequately providing rigorous instruction according to grade level standards.*		
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.*		

Student Success

School Goal: *Increase the percent of students scoring at or above the 70th percentile in math and reading from 56% (fall) to 61% (winter) to 66% (spring) by 2022 as measured by the MAP Growth Assessment.*	Aligned to Nevada's STIP Goal: *Goal 3: All students experience continued academic growth.*

Improvement Strategy: *Strengthening Tier 1 instruction*

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

Intended Outcomes: Strengthen Tier 1 instructional practices to promote 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 MAPS 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

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Classroom Observation* *Lesson Plans*	*New teacher mentors* *PLC Meetings* *Staff Training and development*	*Classroom Instructional walks* *PLC Meetings* *Creation of common assessments*
	Areas of Strength: 56% of students in grades K-5 are at or above 70th percentile on both the Math and Reading Fall 2022 MAPS assessment. 68% of students in grades K-5 are at or above the 61st percentile on the Math Fall 2022 MAPS assessment. 65% of students in grades K-5 are at or above the 61st percentile on the Reading Fall 2022 MAPS assessment.		
	Areas for Growth: 45% of students in grades 1-5 have not met the established growth target on the Math MAP assessment from Fall 2021-Fall 2022. 48% of students in grades 1-5 have not met the established growth target on the Language Arts/Reading MAP assessment from Fall 2021 - Fall 2022.		
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

School Goal: *Increase the percent of students scoring at or above the 70th percentile in math and reading from 56% (fall) to 61% (winter) to 66% (spring) by 2022 as measured by the MAP Growth Assessment.*	**STIP Connection:** *Goal 3: All students experience continued academic growth.*

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 85% attendance. *Parent Teacher Association membership has increased by 84% from Fall 2021-Fall 2022. The Annual Fall Festival brought over 1300 students, families, and staff on campus.*		
	Areas for Growth: 15% 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 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: *By the end of the year 90% of parents answering the district survey question; "I am informed about the curriculum for my child's grade level", will strongly agree or agree.*	**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:
- *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:
- *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:
- *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	Staffing and supplies	Student Success Adult Connectedness
At-Risk Weighted Funds	$38,053.41	CTT's	Student Success
EL Weighted Funds	$108,405.19	Class size reduction	Student Success