



## Clark County School District

# David M. Cox Elementary

### School Performance Plan: A Roadmap to Success

*David M. Cox Elementary 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:** Mrs. Tara Imboden

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**Phone:** 702-799-5730

**School Designations:**

Title I

CSI

TSI

TSI/ATSI

*Our SPP was last updated on 09/21/2022.*



## 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/david\\_m\\_cox\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/david_m_cox_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
Tara Imboden	Principal(s)
Andrea Heinlen	Other School Leader(s)/Administrator(s)
Kimberley Ernst, Christa Melz, Mandi Lopez, Katie Benton, Marci McLeod, Jennifer Galdi, Anissa Cole, Patti Ware	Teacher(s)
Anna Sowell	Paraprofessional(s)
Christopher Huff, Dominique Courtney, Hiba LoBue	Parent(s)



## 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
Update after each outreach event.	Enter Date	<ul style="list-style-type: none"><li>• Add lessons learned after each outreach event.</li></ul>
School Organizational Meeting	8/16/22	Principal shared data from SBAC with SOT, discussed reviewing the SPP and looking at data targets.
PTA Meeting	8/16/22	Principal shared data from SBAC scores, data targets, comparison to district averages, and working on the SPP.



# 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 (ELA/Sci/Math) School Wide Writing Performance Task SBAC (ELA/Sci/Math) Easy CBM, EGSI	Panorama (Students 3-5) District Survey (parents/students/staff)	All students taught using Reach for Reading, Envision 2.0, FOSS textbooks/programs. Pacing guides, PLCs, Lesson Plans, and Observations
	<i>Areas of Strength: 61.5% of students met their targeted growth rates in math and 65.2% met their targeted growth rates in ELA as measured by the SBAC state assessments.</i>		
	<i>Areas for Growth: Students demonstrated 48.4% proficiency in math as measured by the 2022 SBAC assessments which is 6.9% below the proficiency rate for ELA.</i>		
Problem Statement	Students in grades 3-5 demonstrated decreased proficiency in Math as compared to ELA as measured by the 2022 SBAC state-wide assessments and did not meet their proficiency goal of 59% in ELA as measured by the 2022 SBAC state assessments.		
Critical Root Causes	Schoolwide focus was targeted toward reading and writing for intervention groups, CTT support, and the Read by Grade 3 Specialists. Students within the subgroups of IEP were pulled during the core math instructional blocks (but not the reading instructional blocks). Student attendance continued to be a concern with the lack of instruction made up due to Covid quarantines and missed instruction from licensed teachers.		

### Part B

Student Success	
School Goal: Students in grades 3-5 will increase proficiency in ELA from	Aligned to Nevada's STIP Goal: 1, 2, 3, and 5



55% to 60% and in **math** from 48% to 53% and 50% to 55% in **science** by May 2023 as measured by the state summative assessment.

**Improvement Strategy:** Students in grades PK-5 will be taught with state standards, will utilize school-wide state adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EnVisions 2020 - 3, Reach for Reading - 1, 3 - "Race to Read" parent book for K-2 use at home.

**Intended Outcomes:**

- Increase the percentage of all students scoring above the **61st percentile** in **ELA** from 41% (Fall) to 46% (Winter) and from 46% (Winter) to 51% (Spring) by 2023 as measured by MAP formative assessments.

**Action Steps:**

- Teachers utilize Reach for Reading textbook and its components related to the NVAC.
- All students utilize the independent school-wide software programs (AR, Lexia, Imagine Learning, Smarty Ants).
- Tier I instruction is also supplemented using a variety of programs including: Lexia (K-3), Prodigy, Reflex, MAP Accelerator, Gizmo.
- Collaboration blocks between special education, specialists, interventionists, and classroom teachers.
- Parents will be given in grades K-2 for identified non-low readers the at-home step by step "Race to Read" book.

**Resources Needed:**

- K-5 (including self-contained and resource room classrooms) materials for Reach for Reading.
- All students have 1:1 devices to access programs
- Leveled materials to support intervention groups and WIDA intervention groups (leveled literacy kits)
- District funding to support 2 academic interventionists (math and intermediate literacy).
- District funding to support a CTT for interventions.
- District funding to support full day of inclusion practices for all students with IEPs.
- Title 1 Funding for 50 "Race to Read" books.

**Challenges to Tackle:**

- Student attendance (allocated core instructional minutes missed, intervention group missed, make-up core instructional time)
- CTT, Instructional Assistants, and Interventionists attendance (intervention groups missed when certified temporary tutors are absent)

**Improvement Strategy:** Students in grades PK-5 will be taught with state standards, will utilize school-wide state adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.



**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EnVisions 2020 - 3, Reach for Reading - 1

**Intended Outcomes:**

- Increase the percentage of all students above the **61st percentile** in **math** from 39% (Fall) to 44% (Winter) and from 44% (Winter) to 48% (Spring) by 2023 as measured by MAP formative assessments.
- Increase the percentage of all students in grades 3-5 above the **61st percentile** in **science** from 44% (Fall) to 48% (Winter) and from 48% (Winter) to 53% (Spring) by 2023 as measured by MAPS formative assessments.

**Action Steps:**

- K-5 (including self-contained and resource room classrooms) materials for Envision Common Core, McGraw Hill Science and Amplify.
- All students have 1:1 devices to access programs (Gizmo)
- Grades K-5 access science lab on a six-day rotation (utilizing Amplify, FOSS and NVAC Science Standards) taught by a Licensed Science Teacher.

**Resources Needed:**

- Science classroom textbooks for grades K-5 within the science lab and one set per grade level for general education classrooms.
- Software program Science Gizmo for grades K-5
- Full implementation of Envisions Core in grades K-5 aligned to the standards and assessments
- Writing in all subjects including Specialist Classes

**Challenges to Tackle:**

- Student attendance (allocated core instructional minutes missed, intervention group missed, make-up core instructional time)
- CTT, Interventionists, and Instructional Assistants attendance (intervention groups missed when certified temporary tutors are absent)

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

**English Learners:** Teachers trained in QTEL, access to intervention groups targeting ELA, software programs for identified students, utilize Certified Temporary Tutors to provide instruction for tiered interventions and acceleration, employ additional licensed professionals for class-size reduction

**Racial/Ethnic Minorities:** Teachers trained in QTEL, access to intervention groups targeting ELA, software programs for identified students

**Students with IEPs:** Master scheduling to ensure students within the IEP subgroup are not pulled out of class during core content subjects

**Free and Reduced Lunch:** Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Observations, lesson plans, pacing guides, grade book audits, MTSS practiced	Staff facilitated PD, District facilitated PD, full implementation of PLC+, full implementation of MTSS, Restorative practices, "Lettrs," and ULD completion of PD trainings	Annual staff survey, PLC staff surveys/reflection sheets, Bi-Annual Teacher Instructional Survey
	<i>Areas of Strength: Successful implementation of PLC staff PD and practice which occurred monthly.</i>		
	<i>Areas for Growth: Continuation with PLC practice twice a month with structured meetings.</i>		
Problem Statement	The structured PLC meetings will continue to be monitored, staff continues to receive PD, and resources provided to staff.		
Critical Root Causes	There needs to be time to reflect on past year's PLC practice and how data and assessments were effectively addressed.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the percentage of effective Professional Learning Communities (PLC) that are held bimonthly (22-23 SY) as measured by the master calendar.	<b>STIP Connection:</b> Goals 2 and 6
<b>Improvement Strategy:</b> Implement effective Professional Learning Communities (PLC). <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 PLC Communities	
<b>Intended Outcomes:</b> Teachers effectively plan for assessments that align with standards and use the results of the assessment to close	



achievement gaps and improve all student achievement.

**Action Steps:**

- Schedule PLC meetings on master calendar
- Utilize PLC meeting forms for both data and standard alignment meetings
- Review data binders as grade levels, supervisors, and PLC data meetings

**Resources Needed:**

- Professional Learning Communities book
- Funding for PLC meetings
- Attendance to ULD, restorative practices, and Lettrs trainings
- CPD Training Assistance for unwrapping standards

**Challenges to Tackle:**

- Scheduling
- Staff Absences, obtaining substitute coverage when staff attend trainings off campus
- Bringing back information, sharing, and training staff

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

**English Learners:** Teachers will analyze the data of specific subgroups to ensure they are meeting the needs of those learners.

**Racial/Ethnic Minorities:** Teachers will analyze the data of specific subgroups to ensure they are meeting the needs of those learners.

**Students with IEPs:** Teachers will analyze the data of specific subgroups to ensure they are meeting the needs of those learners.

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	IC for behavior and attendance Panorama	NEPF Self-Reflection Surveys Evaluations Staff Systems Survey Attendance Rate	School Parent Systems Survey Open House Attendance Parent Conference Attendance Communication Reports SOT and PTA Attendance



	<p><i>Areas of Strength: Students have steadily increased in their perception of being able to regulate their emotions.</i></p>
	<p><i>Areas for Growth: Continuation with emotional regulation groups, activities, and sense of community within the school.</i></p>
<b>Problem Statement</b>	Students indicated that they do not feel they can regulate their emotions when faced with situations, around emotional persons, or remain calm when things go wrong.
<b>Critical Root Causes</b>	Students did not regularly attend classroom counseling sessions during the 2021-2022 school year and students were not given enough behavioral strategies to manage stress. Attendance was a constant challenge due to Covid protocols.

## Part B

Connectedness	
<b>School Goal:</b> Increase the percent of students who are able to safely and effectively regulate their emotions through difficult tasks/situations as measured by the Panorama Survey given 3 times per academic year.	<b>STIP Connection:</b> Goal 1, 5, and 6
<b>Improvement Strategy:</b> Increase student self-strategies to regulate emotions when faced with challenging tasks/situations and when others around them are demonstrating emotional outbursts.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Panorama Survey - 4, District-wide Survey - 4	
<b>Intended Outcomes:</b> Increase the percent of students who feel they can persevere through challenging emotions from 53% (fall) to 56% (winter) to 59% (spring) by 2023 as measured by the Panorama Education Survey.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>• Schedule counseling classroom lessons around emotional control and coping strategies</li><li>• Teachers conduct classroom lessons (as part of emotional health subject) which directly relate to emotional control and coping strategies</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>• Lesson plans/materials related to subject content</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>• Aligning classroom lessons with health standards</li><li>• Scheduling classroom lessons with Counselor</li></ul>	



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

**English Learners:** Lessons include engagement and discourse strategies

**Racial/Ethnic Minorities:** Lessons include engagement and discourse strategies

**Students with IEPs:** Ensure that students are not removed during these lessons for intervention/resource room groups

## 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)
District School Budget	193,209.00	Support Staff Positions	Student Success, Adult Learning Culture, Connectedness
District School Budget	2,471,211.56	Licensed Staff Positions	Student Success, Adult Learning Culture, Connectedness
District School Budget	305,413.05	Administrative Positions	Student Success, Adult Learning Culture, Connectedness
District School Carry-over	182,605.59	Licensed Staff (Science), Certified Temporary Tutors, Technology, Additional hour of pay for Resource Room Assistants to provide a full day of inclusion services for students with IEPS, Professional Development for Licensed Staff.	Student Success, Adult Learning Culture, Connectedness
District School Budget SLA	156,634.55	Service Level Agreements	Student Success, Adult Learning Culture, Connectedness



At-Risk State Funding	111,569.82	Licensed Position - Interventionist for Grades K-5, Science, SEIF	Student Success, Adult Learning Culture, Connectedness
ELL State Funding	97,931.58	Class size reduction, interventionist, tutoring	Student Success, Adult Learning Culture, Connectedness
Title III State Funding	2,178.00	Licensed Teacher - tutoring	Student Success, Adult Learning Culture
State Funding	94,969.60	Read by Grade 3 Strategist	Student Success, Adult Learning Culture, Connectedness
State/District Funding	112,170.76	GATE Licensed Teacher	Student Success
Title 1 Designation Funding	102,680.00	Licensed Interventionist for reading/ELA 3-5/Race to Read books for parents, Tutoring	Student Success Adult Learning Culture
Title 1 Parent Involvement Set	\$951.30	“Race to Read” books K-2	Student Success
ESSER	87,220.00	Class size reduction staff, interventionist K-5 math	Student Success