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 ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 6/29/2023.

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/2023/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)**
Heather Maris, Kristian Acuna, Meaghan Freiburger, Susan Fortin, Marci McLeod, Jennifer Galdi, Corazon Barcelo, Stephanie Piccininni, Jennilyn Kirkpatrick, Anissa Cole.	**Teacher(s)**
Anna Sowell	**Paraprofessional(s)**
Christopher Huff, Dominique Courtney	**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
School Organizational Meeting	Monthly	Principal will share data from SBAC with SOT, discussed reviewing the SPP and looking at data targets, staffing, budgeting allocations, and utilization of state and district funds. Other specifically relevant information based on the SOT needs/requests.
SOT and PTA Meeting	8/16/23	Principal will share data from MAP assessments, possibly SBAC scores, data targets, comparison to district averages, and working on the School Roadmap with current data available. Principal and PTA will prepare for the 2023-2024 SOT election process.
Community Data Night	8/25/23	Administration presenting SPP, data results from MAP and SBAC, targeted goals for the year, and attendance incentives to community.
PTA Meeting	9/13/23	Administration will share final School Roadmap Plan and final data analysis along with support needed from PTA (to include the SBAC and MAP assessments).
PTA Meeting	1/09/24	Administration will current winter data from performance tasks, MAP winter assessments, attendance rates.
SOT Meeting	1/29/24	Principal sharing new budget, winter MAP data, and plan for possible staffing 2024-2025.

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 and the newly adopted ELA program, Envision 2.0, Amplify textbooks/programs. Pacing guides, PLCs, Lesson Plans, and Observations
	Areas of Strength: 55% of students met their targeted growth rates in math and met their targeted growth rates in ELA as measured by the 2023-2024 formative MAP assessments.		
	Areas for Growth: Students demonstrated proficiency in math as measured by the formative MAP assessments which is below the proficiency rate for ELA.		
Problem Statement	Students in grades 3-5 demonstrated decreased proficiency in Math as compared to ELA as measured by the 2023 formative MAP assessments and did not meet their proficiency goal of 51% of students meeting the 61st percentile in ELA as measured by the 2023 formative MAP assessments.		
Critical Root Causes	Schoolwide focus was targeted toward reading and writing for intervention groups, CTT support, and the Read by Grade 3 Specialists. Schoolwide focus of collaboration of student data and intervention results did not consistently take place with fidelity. Statewide standards were not consistently aligned with lesson implementation.		

Student Success

School Goal: Students in grades 3-5 will increase proficiency in **ELA** from 45% to 55% and in **math** from 42% to 55% by May 2024 as measured by the formative MAP assessments. Increase the percentage of students proficient in ELA from 56.4% in 2023 to 61% in 2024, and in math from 48.7% to 53.0% and as measured by SBAC assessments.	**Aligned to Nevada's STIP Goal:** 1, 2, 3, and 5

Improvement Strategy: Students in grades PK-5 will be taught with state standards, will utilize school-wide state and district 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 45% (Fall 2023) to 50% (Winter 2023) and from 50% (Winter 2023) to 55% (Spring 2024) as measured by MAP formative assessments.
- Increase the percentage of all students projected proficient in **ELA** from 44% (Fall 2023) to 50% (Winter 2023) to 55% (Spring 2024) as measured by MAP formative assessments.
- Increase the percentage of all students projected proficient in **Math** from 37% (Fall 2023) to 50% (Winter 2023) to 55% (Spring 2024) as measured by MAP formative assessments.

Action Steps:
- Teachers utilize the newly adopted ELA program and Reach for Reading textbook and its components related to the NVAC.
- All students utilize the independent school-wide software programs.
- Tier I instruction is also supplemented using a variety of programs offered by CCSD.
- 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 the new ELA adopted program.
- 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 (Intermediate literacy).
- District funding to support a CTT for interventions.
- District funding to support full day of inclusion practices for all students with IEPs.
- School/PTA Funding for 50 "Race to Read" books.

Challenges to Tackle:
- Insufficient funding and resources; Amend strategic budget to allocate funding for after school enrichment in next year's budget when released in January 2024
- Student Absenteeism; Form attendance committee to monitor absenteeism, send notification home biweekly to inform families of the number of absences students have, offer incentives such as $5 Jack in the box gift cards to students with perfect attendance or 20% improvement in attendance from last month, work with business partners and PTA to provide incentives to improve attendance
- Administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL

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
*Teachers will work with administration and counselors to engage in lessons to build a community in their classrooms in order to get to know the student population in which they are teaching.

Inquiry Area 2 - Adult Learning Culture
Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data	Observations, lesson plans, pacing	Staff facilitated PD, District facilitated	Annual staff survey, PLC staff

Reviewed	guides, grade book audits, MTSS practiced	PD, full implementation of PLC+, full implementation of MTSS, Restorative practices, Standard alignment training, and ULD completion of PD trainings	surveys/reflection sheets, Bi-Annual Teacher Instructional Survey
	Areas of Strength: Successful implementation of PLC staff PD and practice which occurred monthly.		
	Areas for Growth: Continuation with PLC practice twice a month with structured meetings.		
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. Standard alignment to instructional delivery needs to be reviewed and developed within the PLC meetings.		

Part B

Adult Learning Culture	
School Goal: Increase the percentage of effective Professional Learning Communities (PLC) that are held bimonthly (23-24 SY) as measured by the master calendar.	**STIP Connection:** Goals 2 and 6

Improvement Strategy: Implement effective Professional Learning Communities (PLC).   **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2 PLC Communities*
Intended Outcomes: 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, MTSS, PLC, and ELA program trainings
- CPD Training Assistance for unwrapping standards

Challenges to Tackle:
- Administration will work with Leadership and PLC Facilitator Teams to schedule PL and consistent PLC meetings
- With support/funding of business partners and PTA offer staff incentives for work attendance, maintain through the strategic budget a substitute on special assignment, and amend the strategic budget in January to include a second SOSA

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

English Learners: The learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.
Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free/Reduced Lunch: N/A
Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students.
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 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
	Areas of Strength: Students have steadily increased in their perception of being able to regulate their emotions, persevere through challenging school subjects, and separate themselves from others' inability to regulate their emotions.		

	Areas for Growth: Continuation with emotional regulation groups, activities, and sense of community within the school. The percentages steadily increased with each Panorama survey, however, the end goal was not met.
Problem Statement	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 and that they will not persevere through challenging academic situations.
Critical Root Causes	Students did not regularly attend classroom counseling sessions or groups during the 2022-2023 school year and students were not given enough behavioral strategies to manage stress. Lessons and classroom climate needs to move beyond the once a month counseling lessons done with the counselor. Counselors were pulled to handle isolated situations with students both in general education and self-contained education. The amount of unfounded alerts for self-harm or violent language pulled both administration and counselor away from working with students to investigate the claims.

Part B

Connectedness	
School Goal: Increase the percent of students who are able to safely and effectively regulate their emotions through difficult tasks/situations and persevere through challenging academic tasks as measured by the Panorama Survey given 3 times per academic year.	**STIP Connection:** Goal 1, 5, and 6

Improvement Strategy: Increase student self-strategies to regulate emotions when faced with challenging tasks/situations and when others around them are demonstrating emotional outbursts.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Panorama Survey - 4, District-wide Survey - 4

Intended Outcomes: Increase the percent of students who feel they can persevere through challenging emotions from XX% (fall) to XX% (winter) to XX% (spring) by 2024 as measured by the Panorama Education Survey.

Action Steps:
- Schedule counseling classroom lessons around emotional control and coping strategies
- Teachers conduct classroom lessons (as part of emotional health subject) which directly relate to emotional control and coping strategies

Resources Needed:
- Lesson plans/materials related to subject content

Challenges to Tackle:

- Aligning classroom lessons with health standards
- Scheduling classroom lessons with Counselor

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

English Learners: The learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Title III funding will provide professional development to support teachers with utilizing QTEL strategies during Tier I instruction to increase student discourse.
Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free/Reduced Lunch: N/A
Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students.
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.

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	488,584.40	Support Staff Positions	Student Success, Adult Learning Culture, Connectedness
District School Budget	2,440,997.08	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	100,000.00	Licensed Staff (Science), Certified Temporary Tutors, Technology, Additional hour of pay for Resource Room Assistants to provide a full day of inclusion	Student Success, Adult Learning Culture, Connectedness

		services for students with IEPS, Professional Development for Licensed Staff.	
District School Budget SLA	156,634.55	Service Level Agreements	Student Success, Adult Learning Culture, Connectedness
At-Risk State Funding	111,236.26	Licensed Position - Interventionist for Grades K-5, Science, SEIF	Student Success, Adult Learning Culture, Connectedness
ELL State Funding	98,551.10	Class size reduction, Interventionist	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
State/District Funding	$1000.00	"Race to Read" books K-2	Student Success