Clark County School District

Mervin R. Iverson

2021-2022 School Performance Plan: A Roadmap to Success

Mervin R. Iverson Elementary School has established their school improvement roadmap for the 2021-2022 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Victoria Watkis for more information.

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School Designations: X Title I ❑ CSI ❑ TSI ❑ TSI/ATSI

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	647	0.9%	4.6%	57.7%	7.3%	20.9%	1.5%	7.1%	10.5%	18.9%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	46.14%	42	36.33%	57.5%	48.5	52.88%	27.8%	21.0%	61.15%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	42.3%	39.5	30.5%	53.6%	42	50.7%	16.2%	18.2%	57.4%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12%	43.6%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**
2021	School	32.4%	25	N<10*	40%	47	N<10*	N<10*	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov
**Source: NDE Data File

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	434	427	456
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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
Dr. Kent Sabo	**Principal(s)** *(required)*
Victoria Watkis	**Other School Leader(s)/Administrator(s)** *(required)*
Janel Ortiz, Erik Kana, Deborah Parks, Dawn Ginnett, Amanda Benavidez	**Teacher(s)** *(required)*
Cindy Froman	**Paraprofessional(s)** *(required)*
Amy Sequira	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
**Add rows as needed*	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent-Teacher Conferences	10/11/2021 to 10/15/2021	405	How can we increase our school-wide attendance
School Organization Team Meeting	10/13/2021	7	Group would like consistency across all grade levels
School Organization Team Meeting	11/10/2021	7	Added suggestions to attendance Action Steps

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	• **School Performance Data** • **SBAC**- math reading and data from 2017-2018, 2018-2019, and 2020-2021: Overall, Ethnicity, IEP, and LEP.	• **School Climate Data**	• **School Performance Data** • **Classroom Observations between September and October 2021**
Problem Statement	• *We need to recruit staff for unfilled positions and to support small-group instruction.* • *Skills are being taught in isolation.* • 14 out of 34 (41%) classrooms had rigorous tasks aligned with NVACS that placed appropriate demands on each student. • *5 out of 34 (5%) classrooms provided opportunities for extended, productive discourse related to the standard.*		
Critical Root Causes	• Many students are not engaged in rigorous tasks. • Teachers are learning the math curriculum. Everyday math was purchased for the 2020-2021 school year and enVisions was purchased for the 2021-2022 school year. • Majority of students are not participating in opportunities for extended productive discourse related to the standard. • Classroom instruction varies for students across all classrooms. • Not all subgroups have the appropriate instructional support. • All content areas do not have adopted curriculum. Need reading and science curriculum. • Norms are not set across grade levels for Tier I expectations. • Instructional tasks assigned to students are below the rigor expected by the standard.		

Part B

Student Success	
School Goal: By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.
Improvement Strategy: Hire one Grade 3 teacher, one resource teacher, two resource aides, two autism aides, one certified temporary tutor (CTT), and three instructional aides. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4-Demonstrates a Rationale*	
Intended Outcomes: ● Class size in Grade 3 will reduce the class size from 24 to 19.2 students per class. ● The intermediate resource teacher will not have the whole school's case load and have an assistant to provide instructional support. ● The primary resource teacher will have an assistant to provide instructional support. ● The autism teachers will have a fully staffed classroom to support the learning goals of all students. ● The instructional aides and CTT will provide Tier II small-group instruction to identified students in each grade level after professional learning has been provided.	
Action Steps: ● Surplus meeting ● Encourage and assist community members to apply to the District ● Contact HR ● Hire student teacher ● Community outreach	
Resources Needed: ● Advertising ● Bonuses ● Article: 9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers ● Resources to Inform Educator Recruitment website	
Improvement Strategy: Schoolwide intervention utilizing enVision Mathematics **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3- Promising	

Intended Outcomes:

- Decrease the percent of students below grade level.
- Increase the growth percentage by having students receive targeted intervention to increase growth and master grade-level skills.
- Increase the percent of students needing enrichment support.

Action Steps:

- Promote after school math professional learning offered by K-12 Mathematics Department and RPDP.
- Develop intervention protocols for differentiated instruction using the Standards for Mathematical Practice for Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, and Geometry.
- Provide professional learning and classroom support.
- Provide pacing guidelines during instruction to ensure adequate time is spent on each of the three steps.
- Teacher observations and feedback.

Resources Needed:

- enVision's teacher's editions
- A Guide to Rigor in Mathematics
- CCSS Where to Focus Mathematics from Student Achievement Partners
- Weekly Wire for professional learning offered in ELMS

Challenges to Tackle:

- What enrichment supports are offered to students above grade level

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

English Learners: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Foster/Homeless: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Free and Reduced Lunch: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Migrant: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Racial/Ethnic Minorities: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Students with IEPs: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	• ***Leadership Survey*** • ***School Performance Data*** • ***SBAC****- math reading and data from 2017-2018, 2018-2019, and 2020-2021: Overall, Ethnicity, IEP, and LEP.* • ***WIDA***	• **Administration:** observation cycles	• **Common Planning Time** • **Intervention for math and reading** • **Professional Learning Communities (PLC) Structures** • **Professional Learning**
Problem Statement	• From the 2017-2018 to 2018-2019 school year, Iverson students in Grades 3, 4, and 5 decreased by 3.84% in math compared to the .5% gain by the District. • From the 2017-2018 to 2020-2021 school year, Iverson students in Grades 3, 4, and 5 decreased from 57.5% to 39.7% in reading. • The Median Growth Percentile from 2018 to 2019, the median math score dropped from 42 to 39.5, which is 2.5.		
Critical Root Causes	• PLC meetings are structured as grade level meetings. • *PLCs need* systems and structures in place across all grades. • *Norms are not set and expectations are not consistent for curriculum and instruction across the school.* • *Instructional tasks assigned to students are below the rigor expected by the standard.* • Need expectations and procedures for small-group instruction. • Lack of follow through after professional learning.		

Part B

Adult Learning Culture	
School Goal: *By the next state math and reading exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.*	**STIP Connection:** Goal 2: Engage in effective communication with teachers and parents. Goal 3: All students experience continued academic growth.
Improvement Strategy: Provide enVision mathematics professional learning for Grades K-5 based on data from schoolwide classroom walks. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3-Promising	
Intended Outcomes: *Teachers will implement effective mathematics instruction with appropriate pacing based on the necessary components of enVision's math and differentiate support based on teacher goals to increase the overall proficiency, especially for the lowest performing subgroups.*	
Action Steps: ● *Set up and complete classroom mathematics observations in all Kindergarten through Grade 5 classrooms.* ● *Determine "Look Fors" and appropriate pacing in each grade level based on suggestions from Savvas and mathematics coach.* ● *Identify areas of strengths and areas of growth based on observation data.* ● *Create intervention protocols for differentiated instruction in math* ● *Provide professional learning throughout the year to include: based on needs improvement areas, effective ELL strategies, intervention protocols, and components of mathematical frameworks with pacing guidelines.* ● *Each teacher will Identify a math goal based on classroom data and action steps to implement practices.* ● *Implement action steps.* ● *Complete follow-up observations and compare results.*	
Resources Needed: ● *enVision's curriculum materials* ● *Mathematics Pacing Guides* ● *"Look Fors" document with pacing guidelines for math* ● *Elementary Mathematics Framework* ● *Savvas and CCSD professional learning: live sessions or playbacks*	

Challenges to Tackle:

- *How to increase afterschool professional learning attendance for teachers since it is not required after school*

Improvement Strategy: Provide professional learning for all classroom teachers in PLCs.

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

Intended Outcomes: PLC meetings will provide opportunities for grade levels to have data-driven conversations to create purposefully planned lessons and common formative assessment to increase achievement across all content areas.

Action Steps:

- Provide professional learning on how to have effective PLCs afterschool, on Staff Development Days, and/or during common planning time
- Setting Norms and expectations
- Create a Focus on Learning Facilitate data-driven conversations using formative assessments for reading and math
- Unwrap standards in reading and math
- Long-range planning and daily planning for reading and math
- Develop next steps for students who do not pick up skills in reading and math

Resources Needed:

- *Building a Professional Learning Community at Work*
- *Learning by Doing*
- *Common grade-level assessments*

Challenges to Tackle:

- *How to increase afterschool professional learning attendance for teachers since it is not required after school*

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

English Learners: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Foster/Homeless: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Free and Reduced Lunch: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Migrant: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Racial/Ethnic Minorities: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Students with IEPs: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling. Teachers have access to students IEPS to see what strategies are used to scaffold instruction to support the students goals.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	• ***Behavior*** • ***Chronic Absenteeism***	• ***Leadership Survey*** • ***Districtwide Survey Results***	• ***Districtwide Survey Results***
Problem Statement	• As of October 2021, Iverson Elementary School had a chronic absenteeism rate of 25%. • According to the Districtwide Survey, 60% of the staff feel there is good communication amongst teachers, staff, and administrators. • According to the Districtwide Survey, 60% of the staff feel there are clear rules for behavior.		
Critical Root Causes	• Change in staff and administration. • Classroom expectations vary across classrooms. • Set guidelines of parent communication is not consistent throughout the school.		

Part B

Connectedness	
School Goal: The school goal is to attain 98% yearly attendance by *decreasing the number of students absent daily and decreasing chronic absenteeism rate.*	**STIP Connection:** *Goal 2:* Engage in effective communication with teachers and parents.
Improvement Strategy: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP) **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3-Promising	
Intended Outcomes: • An increase in Iverson's daily attendance rate to 98%.	

Action Steps:
• Develop process "Student Attendance Support" to include:
  ○ Teachers: Update parent contact in Infinite Campus.
  ○ Office staff: Letters and phone calls to students missing consecutive days.	

- Counselor: Set up interventions.
- Administration: Conferences, text message “nudge reports,” and home visits.

- Create and maintain a tracking system of effective and ineffective strategies. Adjust the plan as needed.
- Involve the PTA for feedback and plan to help address the parents regarding attendance.

Challenges to Tackle:
- Create a database for graphs to auto populate in mail merge.
- Time for home visits.

Improvement Strategy: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

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

Intended Outcomes:
- Districtwide Survey increase by 20% in the staff feeling there are clear rules for behavior.
- Increase the amount of instructional time students are in the classroom.

Action Steps:
- School safety team will finalize “Eagle Essentials.”
- School safety team will develop a behavior management plan.
- During staff meeting(s), share “Eagle Essentials” and behavior management plan.
- During lunches, administration will share the “Eagle Essentials” presentation with students.
- Counselor provides classroom support with Kelso’s Choices and intervention supports.
- All staff reinforce schoolwide behavior management plan.

Resources Needed:
- Research other elementary schools' behavior plans.
- CCSD School Counseling website

Challenges to Tackle:
- Ensure successful social-emotional support is included in the plan.
- Plan includes all types of behavior supports

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

English Learners: Students receive adequate instructional minutes for the whole school year.

Foster/Homeless: Students receive adequate instructional minutes for the whole school year.

Free and Reduced Lunch: Students receive adequate instructional minutes for the whole school year.

Migrant: Students receive adequate instructional minutes for the whole school year.

Racial/Ethnic Minorities: Students receive adequate instructional minutes for the whole school year.

Students with IEPs: Students receive adequate instructional minutes for the whole school year to meet the needs of their IEP goals.

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)
EL and At-risk weighted funding	EL: $152,901 At-risk: $86,263	Class-size Reduction Teacher Instructional Assistants Paid after school professional learning	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.
General budget	$4,069,236	Licensed and support staff General Supplies	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.
Title I	$208,330	Class-size Reduction Teachers Paid after school professional learning Web-based Programs	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.