



Clark County School District  
**Lois Craig ES**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Lois Craig ES has established their school improvement roadmap for the 2021-22 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 Michele Cobb for more information.*

**Principal:** Michele Cobb [Craig ES]  
**School Website:** [loiscraiglions.com](http://loiscraiglions.com)  
**Email:** [0317-inbox@nv.ccsd.net](mailto:0317-inbox@nv.ccsd.net)  
**Phone:** 702 799-4910

**School Designations:**     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/<br>AK<br>Native | Asian | Hispanic | Black  | White  | Pacific<br>Islander | Two or<br>More<br>Races | IEP    | EL     | FRL    |
| <b>School</b>    | 534     | .2%                    | .2%   | 63.7%    | 28.7%  | 2.6%   | .6%                 | 3.7%                    | 11.36% | 32.96% | 100%   |
| <b>District*</b> | 323,787 | 0.34%                  | 6.06% | 46.57%   | 14.72% | 23.76% | 1.62%               | 6.93%                   | 12.73% | 16.12% | 75.54% |
| <b>State*</b>    | 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 |                     |             |                 |                 |             |                 |                 |             |             |                 |
|--------------------------|---------------------|-------------|-----------------|-----------------|-------------|-----------------|-----------------|-------------|-------------|-----------------|
| Academic<br>Year         | School/<br>District | Math        |                 |                 | ELA         |                 | Science         |             | ELPA        |                 |
|                          |                     | Proficiency | Growth<br>(MGP) | Growth<br>(AGP) | Proficiency | Growth<br>(MGP) | Growth<br>(AGP) | Proficiency | Proficiency | Growth<br>(AGP) |
| <b>2018</b>              | <b>School</b>       | 19.9%       | 46              | 22.86%          | 29.3%       | 53              | 42.29%          | 7.5%        | 14.9%       | 48.66%          |
|                          | <b>District</b>     | 36.1%*      | 50*             | 38*             | 47.4%*      | 51*             | 50.6*           | 28.9%*      | 14.4%**     | 48.5%*          |
| <b>2019</b>              | <b>School</b>       | 27.7        | 52              | 24%             | 28.1        | 39              | 29.1%           | 7.0%        | 14.4%       | 51.1%           |
|                          | <b>District</b>     | 36.6%*      | 49*             | 38.1*           | 48.3%*      | 50*             | 52.4*           | 28.9%*      | 15.5%**     | 50.6%*          |
| <b>2020</b>              | <b>School</b>       | N/A         | N/A             | N/A             | N/A         | N/A             | N/A             | N/A         | 14.9%       | 43.3%           |
|                          | <b>District</b>     | 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<br>2017-2018 | Grad Rate<br>2018-2019 | Grad Rate<br>2019-2020 |
| School      | N/A                    | N/A                    | N/A                    |
| District    | N/A                    | N/A                    | N/A                    |

| School Climate Data |                                     |               |                  |
|---------------------|-------------------------------------|---------------|------------------|
|                     | Cultural & Linguistic<br>Competence | Relationships | Emotional Safety |
| School              | 359                                 | 379           | 374              |
| 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   |
|---------------------|--|
| Michele Cobb        | Principal(s) (required)                                      |
| Heather Gonzalez    | Other School Leader(s)/Administrator(s) (required)           |
| Thomas Holmes       | Teacher(s) (required)  |
| Michele Basolo      | Teacher  |
| Jillian Day         | Teacher  |
| Ryan Macek          | Paraprofessional(s) (required)                               |
| Amanda Terkel       | 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  |
|------------------------------|-----------------------------|----------------------|--|
| Pastries with the Principals | September 23, 2021 @ 9:00am | 38                   | Parent survey indicates parents are supportive of the direction that the school is going. Parents in attendance expressed they are most concerned with the safety of their students.           |
| Leader in Me Survey          | September 13-September 24   | <b>150</b>           | Parent/students/staff survey indicates that stakeholders are pleased with the direction of the school, but are concerned about student safety and students making up academic losses of Covid. |
| Staff Meeting                | October 20, 2021 @ 8:06am   | 70                   | Staff sees the need to focus on Tier I instruction in math and increase staff's knowledge of unwrapping standards. Staff and students are excited about the leadership notebooks.              |
| SOT                          | Oct 26, 2021 @ 7:30am       | 8                    | SOT supports the improvement goals and approved the plan   |



# 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 |
| <b>Data Reviewed</b>        | MAP Growth Assessment- mathematics   | Districtwide Survey           | Administration Observations        |
| <b>Problem Statement</b>    | Tier 1 instruction needs to be focused on grade level standards in complexity with accuracy as indicated in each standard. |                               |                                    |
| <b>Critical Root Causes</b> | Teachers are unfamiliar with the standards so the tasks students are completing are not rigorous or appropriate.           |                               |                                    |

### Part B

| Student Success   |  |
|---|--|
| <p><b>School Goal:</b> Increase the percent of students meeting/exceeding growth projections in math from 9% (fall) to 15% (winter) to 21% (spring) by 2022 as measured by MAP Growth Assessments.</p>  | <p><b>Aligned to Nevada's STIP Goal:</b> Goal 3 - All students experience continued academic growth.</p> |
| <p><b>Improvement Strategy:</b> Teachers will meet in PLC's to analyze data and determine a focus standard which they will unwrap in order to determine appropriate instructional activities. Students will be given formative assessments to monitor the improvement on the specific standard so teachers can make adjustments to instruction.</p> |  |
| <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions 2020 EBI Level 3, MAP Accelerator EBI Level 3,</p>  |  |



*Achieve3000 EBI Level 1, Imagine Math EBI Level 2*

**Intended Outcomes:** *Students will make adequate growth using standards-based materials in a selected math domain, using data to drive instruction and create differentiated small group instruction.*

**Action Steps:**

- *Staff will engage in purposeful planning using PLC template utilizing current data*
- *Provide professional learning opportunities for unwrapping standards*
- *Utilize grade level common assessments*
- *Update long-range plans for standards-based math instruction*
- *Staff will consistently utilize math intervention resources*

**Resources Needed:**

- *PLC Template*
- *Learning strategists for professional learning*
- *PLC Calendar*
- *Common assessments*
- *Math technology*
- *enVisions math curriculum*
- *MAP Growth Assessment Data*
- *Curriculum Engine*
- *Funding for professional learning/prep buy-outs*

**Challenges to Tackle:**

- *Attendance*
- *Teacher development of instructional strategies*
- *Substitute teachers*
- *Teacher experience evaluating data and creating action steps*

**Improvement Strategy:** *N/A*

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

**Intended Outcomes:** *Insert after Event 4*

**Action Steps:**

- *Insert during Event 5*

**Resources Needed:**

- *Insert during Event 5*

**Challenges to Tackle:**

- *Insert during Event 5*

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

English Learners: Teachers will know who the EL students are in their class. Teachers will be given PD on appropriate strategies for EL's. Administration and ELL Student Success Advocate will monitor the implementation of the strategies.

Foster/Homeless: Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Free and Reduced Lunch: All of the students at Lois Craig qualify for Free and Reduced lunch so we consider this a Tier 1 group. Lois Craig offers wrap around services from Boystown, Communities in Schools, and a Safe School Professional. There is a free after school instruction that includes a meal. Many students are able to eat 3 full meals a day while at the school. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

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Racial/Ethnic Minorities: Students of minority groups make up the majority at Lois Craig. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Students with IEPs: Students with IEP's are provided services through Special Education. Administration and the Special Education Facilitator work together to support the varying needs of the population. Teachers are provided professional development on and utilizing research based strategies to provide high quality differentiated instruction to a variety of learners.

Additional Equity Supports: Chromebooks will be set up in the office to assist parents with registration and for other needed support. All



communications will be shared via ParentLink, Dojo and also sent home in a paper format in a language that parents can understand.

## Inquiry Area 2 - Adult Learning Culture

### Part A

| Adult Learning Culture      |   |  |   |
|-----------------------------|---|--|---|
|                             | Instructional Practice  | Instructional Leadership               | Systems and Structures that Support Continuous Improvement                            |
| <b>Data Reviewed</b>        | <i>Leader in Me Survey</i>  | <i>Leverage Leadership Data Survey</i> | <i>PLC cycle PLC Template, grade-level assessment data<br/>Leadership Action Team</i> |
| <b>Problem Statement</b>    | <i>Teachers are having a difficult time unwrapping standards and using data to drive instruction.</i>   |  |   |
| <b>Critical Root Causes</b> | <i>There is a lack of skill and knowledge with teacher pedagogy. Teachers need time and resources to unwrap standards to be able to adjust instruction.</i> |  |   |

### Part B

| Adult Learning Culture   |  |
|--|--|
| <b>School Goal:</b> <i>Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction, as measured by professional learning attendance records.</i> | <b>STIP Connection:</b> <i>Goal 2-All students have access to effective educators.</i> |
| <b>Improvement Strategy:</b> <i>Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction.</i>   |  |
| <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities EBI Level 2</i>  |  |
| <b>Intended Outcomes:</b> <i>Teachers will unwrap standards and use data to drive instruction.</i>   |  |
| <b>Action Steps:</b>   |  |



- *Teachers will use PLC template*
- *Teachers will use grade level assessment data*
- *Teachers will participate in professional learning to unwrap standards*
- *Teachers will use curriculum engine as a resource*

**Resources Needed:**

- *PLC*
- *Grade level data*
- *PLC calendar*
- *Curriculum Engine*

**Challenges to Tackle:**

- *There is a lack of skill and knowledge with teacher pedagogy*
- *Teachers need time and resources to unwrap standards to be able to adjust instruction*

**Improvement Strategy: N/A**

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

**Intended Outcomes:** *Insert after Event 4*

**Action Steps:**

- *Insert during Event 5*

**Resources Needed:**

- *Insert during Event 5*

**Challenges to Tackle:**

- *Insert during Event 5*

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## Inquiry Area 3 - Connectedness

### Part A

| Connectedness               |   |   |   |
|-----------------------------|---|---|---|
|                             | Student   | Staff   | Family & Community Engagement   |
| <b>Data Reviewed</b>        | <i>LIM Survey Data<br/>District Wide Survey Data<br/>Data Driven Instruction and Assessment<br/>Implementation Rubric</i>   | <i>LIM Survey Data<br/>District Wide Survey Data<br/>Data Driven Instruction and Assessment<br/>Implementation Rubric</i> | <i>LIM Survey Data<br/>District Wide Survey Data<br/>Data Driven Instruction and Assessment<br/>Implementation Rubric</i> |
| <b>Problem Statement</b>    | <i>Students do not set independent learning goals and are not engaged in their own learning.</i>  |   |   |
| <b>Critical Root Causes</b> | <i>Students are dependent on teachers for guidance. Students are not self-motivated to be independent thinkers who set goals and take responsibility for their learning. Student goal setting has not been consistently implemented for students.</i> |   |   |

### Part B

| Connectedness   |  |
|---|--|
| <b>School Goal:</b> <i>Provide training to 100% of students on how to create and implement student LIM leadership notebooks, as measured by student training (lesson plans), attendance records, and notebook completion.</i>                         | <b>STIP Connection:</b> <i>Goal 3 - All students experience continued academic growth.</i> |
| <b>Improvement Strategy:</b> <i>Provide training to 100% of students on how to create and implement student leadership notebooks.</i>   |  |
| <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Leader in Me EBI Level 4</i>  |  |
| <b>Intended Outcomes:</b> <i>Students will be able to track their academic performance and goal setting in their individual Leadership Notebooks. They will track their academic data, set goals, and consistently track progress of those goals.</i> |  |
| <b>Action Steps:</b> <ul style="list-style-type: none"> <li>• <i>Teachers will attend PLC on student LIM leadership notebooks</i></li> </ul>  |  |



- *Teachers will decide roll-out for individual grade level notebook implementation*
- *Students will be trained on individual Leadership Notebooks, including how to: track their academic data, set goals, and consistently track progress of those goals.*

**Resources Needed:**

- *LIM leadership notebook training for students*
- *PLC for teachers on how to introduce and implement notebooks to students*
- *LIM leadership notebooks*

**Challenges to Tackle:**

- *Students have not consistently tracked their academic performance*
- *Attendance*
- *Consistency in teacher implementation of Leadership notebooks*

**Improvement Strategy: N/A**

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

**Intended Outcomes:** *Insert after Event 4*

**Action Steps:**

- *Insert during Event 5*

**Resources Needed:**

- *Insert during Event 5*

**Challenges to Tackle:**

- *Insert during Event 5*

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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)   |
|-------------------------------|---|---|--|
| <i>School General Funding</i> | <b>\$ 4,469,106</b>                     | <i>Staffing<br/>Teacher PLC's<br/>Prep Buy-Out<br/>Leader In Me</i> | <i>Inquiry Area 1 - Student Success<br/>Inquiry Area 2 - Adult Learning Culture<br/>Inquiry Area 3 - Connectedness</i> |
| Title I Funding               | <b>\$260,000</b>                        | <i>Staffing<br/>Learning Strategist</i>                             | <i>Inquiry Area 1 - Student Success<br/>Inquiry Area 2 - Adult Learning Culture<br/>Inquiry Area 3 - Connectedness</i> |
| Zoom Funding                  | <b>\$1,032,285</b>                      | <i>Extended Day</i>   | <i>Inquiry Area 1 - Student Success<br/>Inquiry Area 2 - Adult Learning Culture<br/>Inquiry Area 3 - Connectedness</i> |
| ELL Funding                   | <b>\$15,000</b>                         | <i>Imagine Learning</i>   | <i>Inquiry Area 1 - Student Success<br/>Inquiry Area 2 - Adult Learning Culture<br/>Inquiry Area 3 - Connectedness</i> |
| Leader In Me Grant            | <b>\$65,000</b>                         | <i>Leader In Me</i>   | <i>Inquiry Area 2 - Adult Learning Culture<br/>Inquiry Area 3 - Connectedness</i>                                      |
|                               |   |   |  |
|                               |   |   |  |