



Clark County School District

Lois Craig ES

School Performance Plan: A Roadmap to Success

Lois Craig 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: Jackie Wyett

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Phone: 702-799-4910

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on July 6, 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/lois_craig_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
Jackie Wyett	Principal(s) <i>(required)</i>
Heather Gonzalez	Other School Leader(s)/Administrator(s) <i>(required)</i>
Michele Basolo	Other School Leader(s)/Administrator(s)
Latasha Thomas	Teacher(s) <i>(required)</i>
Suzanne Blea	Teacher
Mitra Shokraifar	Paraprofessional(s) <i>(required)</i>
Shameeka Paige-Brown	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Countney Denson	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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
Family Literacy Night	October 10, 2022 @ 4:00 pm	Parents and students engaged in a fun night of story time, refreshments and cool prizes. Each student in attendance left with a free book. FACES and Equity and Diversity departments were present to provide wrap-around resources to parents and community members that support Tier I instruction.
SOT (monthly)	October 19, 2022 @ 7:30 am	SOT supports the improvement goals and approved the plan
Leader in Me Monthly Data Talks	November 17, 2022 during prep	Teachers attend monthly LiM monthly data meeting to learn how to support the school's PBIS initiatives while developing leadership qualities and setting learning goals for student.
SOT (monthly)	November 16, 2022 at 7:30am	Discussion on how we use MAP growth data to monitor student growth



Family Literacy Night	December 12, 2022 @ 4:00 pm	Parents and students engaged in a fun night of story time, refreshments and cool prizes. Each student in attendance left with a free book. FACES and Equity and Diversity departments were present to provide wrap-around resources to parents and community members that support Tier I instruction.
SOT (monthly)	December 14, 2022 @ 7:30am	Title I Liason reviewed the parent engagement policy
Leader in Me Monthly Data Talks	January 12, 2023 during preps	Teachers attend monthly LiM monthly data meeting to learn how to support the school's PBIS initiatives while developing leadership qualifies and setting learning goals for student.
SOT (monthly)	January 118, 2023@ 7:30am	Reviewed budget for 23-24 SY, grading reform information, and discussed the pathways for success community meeting
SOT (monthly)	February 3, 2023 @ 7:30am	Continued to reviewed budget for 23-24 SY and reviewed Title I budget and allocations from the 23-24 SY
Family Literacy Night	February 13, 2023 @ 4:00 pm	Parents and students engaged in a fun night of story time, refreshments and cool prizes. Each student in attendance left with a free book. FACES and Equity and Diversity departments were present to provide wrap-around resources to parents and community members that support Tier I instruction. Reviewed Title I Allocations for the 23-24 SY
SOT (monthly)	March 8, 2023 @ 7:30am	Reviewed district survey which included; student enrollment, number of parents that took the survey, positive responses to questions, learning attitudes, safe learning environment, SEL, school safety, bullying, and staff responses



SOT (monthly)	April 19, 2023 @ 7:30am	Review new district school reports and reviewed the grading policy
Family Literacy Night	April 24, 2023 @ 4:00pm	Parents and students engaged in a fun night of story time, refreshments and cool prizes. Each student in attendance left with a free book. FACES and Equity and Diversity departments were present to provide wrap-around resources to parents and community members that support Tier I instruction. Boys Town discussed benefits for their wrap around services
SOT (monthly)	May 17, 2023 @ 7:30am	Review Title I Allocations, updates on the SSPP Act 3, and summer acceleration updates.



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	NSPF, SBAC, MAP, WIDA	Panorama Survey	Lesson Plan, Classroom Observation, weekly PLC/Data Talks
	<p><i>Areas of Strength: Data shows that 52% of Black/African American students achieved ELA MGP growth compared to district average of 48%. Data also shows that 64% of Black/African American and 64% of English Learners Current + Former achieved Math MGP growth compared to district average of 45%.</i></p>		
	<p><i>Areas for Growth: Data shows that <5% of Black/African American students and 10.6% of English Learners + Former achieved proficiency on Math SBAC assessment. Furthermore, 19% of Black/African American students and 21.4 of English Learner + Former achieved proficiency on ELA SBAC assessment.</i></p>		
Problem Statement	<p><i>Tier 1 instruction needs to be focused on grade level standards in complexity with accuracy as indicated in each standard. AB 219: The percentage of ELL students meeting projected growth is lower than the non-LEP student group.</i></p>		
Critical Root Causes	<p><i>Teachers are unfamiliar with the standards so the tasks students are completing are not rigorous or appropriate. AB 219 A: There is a lack of consistent student-centered learning as well as a lack of consistent clear expectations and classroom norms. Furthermore, teachers are not consistently differentiating or scaffolding Tier I instruction for our second language learners.</i></p>		

Part B

Student Success



<p>School Goal: Increase the percent of students meeting/exceeding proficiency projections in math from 10% (fall) to 15% (winter) to 21% (spring) by 2024 as measured by MAP Growth Assessments.</p> <p>AB 219 C: Increase the percentage of all students who met projected growth in ELA from 52% (winter) to 62% (spring) and EL students from 48% (winter) to 58% (spring) by 2023 as measured by MAP Growth Assessment.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3 - All students experience continued academic growth.</p>
<p>Improvement Strategy: 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. AB 219 B: Teachers will utilize scheduled PLCs to differentiate and scaffold lesson plan lessons, tasks, and assessments for ELLs.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisions 2020 EBI Level 3, MAP Accelerator EBI Level 3, Achieve3000 EBI Level 1</p>	
<p>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.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● 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 <p>AB 219 D: (Responsible: Administration, strategist, teacher)</p> <ul style="list-style-type: none">● ELL Strategist will conduct small group sessions that focus on the individual needs of students to provide Tier I and Tier II supports.● Teachers will utilize QTEL strategies● Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks.	
<p>Resources Needed:</p> <ul style="list-style-type: none">● 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:

- *Student Absenteeism; Form attendance committee to monitor absenteeism, send notification home monthly to inform families of the number of absences students have, offer attendance incentives such as \$5 Jack in the box gift cards to students with perfect attendance or 20% improvement in attendance from last month*
- *Teacher development of instructional strategies*
- *Substitute teachers*
- *Teacher experience evaluating data and creating action steps*

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.

AB 219 D: English Learners (Responsible: Administration, strategist, teacher)

- **TESL endorsed teachers will provide ELA and math support to students before or after school to meet the diverse needs of students.**

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.



Migrant: 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.

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
Data Reviewed	<i>PLC's, Classroom Observations, Lesson Plans, Common Assessments</i>	Instructional Rounds, Observation Cycles	PLC Agenda, Professional Learning Calendar, PLC Template for unwrapping standards
	<i>Areas of Strength: willingness to learn and understand standards and adapt current instructional practices to remain student focused</i>		
	<i>Areas for Growth: How to unwrap standards, instructional reflective practices, working collaboratively with grade level</i>		
Problem Statement	<i>Teachers are having a difficult time unwrapping standards and using data to drive instruction.</i>		



Critical Root Causes	<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>
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Part B

Adult Learning Culture	
School Goal: <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>	STIP Connection: <i>Goal 2-All students have access to effective educators.</i>
Improvement Strategy: <i>Provide training to 100% of licensed employees on how to unwrap standards and analyze data to drive instruction.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities EBI Level 2</i>	
Intended Outcomes: <i>Teachers will unwrap standards and use data to drive instruction.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Teachers will use PLC template</i> ● <i>Teachers will use grade level assessment data</i> ● <i>Teachers will participate in professional learning to unwrap standards</i> ● <i>Teachers will use curriculum engine as a resource</i> 	
AB 219 E: <ul style="list-style-type: none"> ● <i>Provide opportunities for teachers to participate in QTEL training to enhance instruction and student engagement for ELL students</i> ● <i>Teachers will incorporate QTEL strategies within their daily instruction to support the diverse needs of ELL students</i> ● <i>PLC to purposefully plan high expectations with language supports in all grade level content area lessons for ELL and all students.</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>PLC</i> ● <i>Grade level data</i> ● <i>PLC calendar</i> ● <i>Curriculum Engine</i> 	
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*
- *Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; 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 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. In addition; 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.

AB 219 E: English Learners:

Support teachers through professional development to ensure ULD strategies are consistently used in all classrooms.

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.

Migrant: 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.

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. In addition, 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.

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 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Data Sheets District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>	<i>Data Checks District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>	<i>Survey Data District Wide Survey Data Data Driven Instruction and Assessment Implementation Rubric</i>
	<i>Areas of Strength: Provide multiple opportunities to assess students through formative assessments (observations, teacher led discussions, peer-to-peer discussions, and collaborative classwork)</i>		
	<i>Areas for Growth: Conferencing with students to set goals and provide immediate feedback from formative and summative assessments. Teachers follow up with parents to review goals set by students to promote extended learning at home.</i>		
Problem Statement	<i>Students do not set independent learning goals and are not engaged in their own learning.</i>		
Critical Root Causes	<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	
<p>School Goal: Provide training to 100% of students on how to create and implement student notebooks, as measured by student training (lesson plans), attendance records, and notebook completion. AB 219: Specifically, chronic absenteeism will decrease for English Language Learners.</p>	<p>STIP Connection: Goal 3 - All students experience continued academic growth.</p>
<p>Improvement Strategy: Provide training to 100% of students on how to create and implement student leadership notebooks.</p>	



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

Intended Outcomes: *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.*

Action Steps:

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

AB 219:

Conduct small group (ELL students) to determine the “why”

Utilize incentives to encourage and promote positive attendance for ELL students

Resources Needed:

- *Data binder training for students*
- *PLC for teachers on how to introduce and implement data binders to students*
- *Data Binders*

Challenges to Tackle:

- *Students have not consistently tracked their academic performance*
- *Attendance*
- *Consistency in teacher implementation of data binders. Administration and strategist will model the use and implementation of the data binders.*
- *Support staff will be trained in assessing students with the component of the data binders so they are reviewed on a monthly basis.*

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. Provide additional ELL supports to students if data from month to month become stagnant and does not improve.

AB 219 English Language Learners:



Staff will regularly make contact with students to ensure students attend school and improve academically.

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. Encourage students to join Leo Club that is funded through 21st Century to before school and after school enrichment and tutoring.

Migrant: 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.

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. Also, utilize a specialist or strategist to provide tiered interventions and acceleration for students.

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.

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)
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School General Funding	\$ 4,220,100	Staffing Teacher PLC's Prep Buy-Out Leader In Me Support Staff Incentives	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
Title I Funding	\$270,299	Staffing Learning Strategist Technology Professional Development Book Parent Center Resources	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
EL Funding	\$1,265,653	Staffing Extended Day Prep-Out Licenced Staff Incentives Extra Duty Pay Intervention Program Technology Zoom Strategist	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
ELL Funding	\$15,000	Imagine Learning	Inquiry Area 1 - Student Success Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness
Leader In Me Grant	\$65,000	Leader In Me	Inquiry Area 2 - Adult Learning Culture Inquiry Area 3 - Connectedness