



Clark County School District

Estes McDoniel ES

School Performance Plan: A Roadmap to Success

Estes McDoniel ES 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: Darla Richards

School Website: <https://estemc.wixsite.com/mcdoniel>

Email: richadd@nv.ccsd.net

Phone: 702-799-7788 x4101

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 06/09/2023



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/estes_m._mcdaniel_elementary_school/2022/nspf/.

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
Darla Richards	Principal
Stacie Farin	Strategist
Kevan Ommen	Teacher
Nadia Giglioli	Support Staff
Amber Whiting	Parent
Elizabeth Echeverria	School Psychologist



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
Staff Meeting	9-14-22	Review of Data
SOT Meeting	9-15-22	Review of SPP
CI Team	9-22-22	Review of Data
CI Team	10-6-22	Goals
Staff Meeting	10-19-22	Goals
SOT Meeting	10-20-22	Goals
CI Team	10-21-22	Action Steps
CI Team	10-25-22	Challenges / Supports



Staff Meeting	10-26-22	SPP Overview
CI Team	11-2-22	Finalizing
SOT	11-17-22	Review completed SPP
Staff Development Day	1-23-23	Reviewed MAP Growth Data
CI Team	2-2-23	Budget Review and Check Point 1
Staff Meeting	2-8-23	Budget and SPP Review
CI Team	2-9-23	Finalize Budget, Carryover Funds, and SPP
SOT	5-11-23	SPP Updates
CI Team	9-22-23	Data Updates and Revisions
CI team	10-4-23	Status Check 1



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	SBAC Assessments MAP Data	District Survey Results Panorama Data	Classroom Observations Professional Learning Communities
	Areas of Strength: Students proficient in math increased from 45.8% to 54.3% for a gain of 8.5 percentage points from 21-22 to 22-23 school year. The percentage of students who achieved growth goals on the WIDA assessment increased from 27.2% to 63.6%.		
	Areas for Growth: Increase ELA proficiency		
Problem Statement	Forty-one percent of students are nonproficient in ELA.		
Critical Root Causes	Tier 1 instruction. Lack of consistency with an adopted curriculum. Inconsistent student attendance.		

Part B

Student Success	
School Goal: Increase proficiency in ELA (grades 3, 4, and 5) from 59% proficient in 22-23 to 64% proficient as measured by the 23-24 SBAC.	Aligned to Nevada's STIP Goal: Goal 3
Improvement Strategy: All students will engage in high quality, standards based Tier 1 instruction, HMH Into Reading curriculum and 95 Phonics	



Core, with aligned learning tasks.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *HMH Into Reading K-5 - 2; 95 Phonics Core Program - 1*

Intended Outcomes: *Increase in the percentage of students at or above the 61st percentile on the MAP assessment*

Action Steps:

- *Students will actively participate in Tier 1 ELA instruction for 120 minutes per day.*
- *Students will engage in teacher guided, differentiated, small group instruction.*
- *Students will participate in intervention activities specific to their needs as identified through assessments.*
- *Students will be involved in high cognitive tasks and activities throughout the Tier 1 instructional period.*
- *Students will complete standards based, common assessments.*

Resources Needed:

- Literacy Strategist to support ELA instruction.
- PL on available ELA curriculum.
- PL on ELA instructional strategies.

Challenges to Tackle:

- *Time to plan with grade level teams and analyze assessment data; Admin will provide each grade level team with an additional prep period per week to be utilized as PLC time.*
- *Time to observe colleagues; SOSA will provide coverage in classrooms to allow for the observation of colleagues.*
- *Teacher planning and preparation; Admin will provide each grade level team with an additional prep period per week to be utilized as PLC time.*

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

English Learners: Utilize the Language supports in the curriculum.

Foster/Homeless: Informational text and decodables. Counselor support to provide wrap around services as needed.

Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.

Migrant: Small group differentiated instruction provided as needed to close the achievement gap.



Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in ELA and work collaboratively toward academic growth.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC data Observational Data MAP Data	District-Wide Survey	PLCs Classroom observations District-Wide Survey
	<i>Areas of Strength: Teachers are self-motivated to learn and implement best strategies in ELA. Ex: Core 95 Phonics, HMH</i>		
	<i>Areas for Growth: Utilize small group reading instruction during Tier I instruction. Develop common assessments and analyze data.</i>		
Problem Statement	<i>Staff are not consistently differentiating instruction during small group reading.</i>		
Critical Root Causes	<i>Staff are not effectively planning small group differentiated instruction.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Increase the percentage of teachers who will seek feedback from instructional leaders and use a variety of data to self-reflect on his/her practice from 80% to 100% .</i>	STIP Connection: <i>Goal 2</i>



Improvement Strategy: <i>Teachers will actively engage in effective PLCs, utilizing the Teaching and Learning Plan to plan for Tier I instruction.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities (PLC) - 2</i>	
Intended Outcomes: Content and pedagogical knowledge of teachers will improve through collaboration among colleagues and Literacy Strategist to increase the learning outcomes for all students.	
Action Steps: <ul style="list-style-type: none">● <i>Teachers will utilize research based ELA curriculum.</i>● <i>Teachers will engage students in high cognitive tasks during Tier 1 instruction.</i>● <i>Teachers will post learning intentions and success criteria.</i>● <i>Teachers will utilize common assessments for all content areas.</i>● <i>Teachers will analyze data during PLCs.</i>● <i>Administrators, Strategist, and teachers will monitor MAP data</i>● <i>Administrators and Strategist will monitor PLCs.</i>● <i>Teachers will attend PL on ELA curriculum materials.</i>● <i>Teachers will pursue aligned PL opportunities to support improved instructional practices.</i>● <i>Teachers and Administrators will engage in post observation conferences.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>PL time</i>● <i>Administrators</i>● <i>Classroom observation time</i>● <i>Literacy Strategist</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Time for PL opportunities; Professional Learning will be provided before school and on staff development days.</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Utilize the Language supports in the curriculum.	
Foster/Homeless: Counselor support to provide wrap around services as needed.	



Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.

Migrant: Small group differentiated instruction provided as needed to close the achievement gap.

Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in ELA and work collaboratively together.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District-Wide Survey</i>	<i>District-Wide Survey</i>	<i>District-Wide Survey</i>
	<i>Areas of Strength: Decreased percentage of students who were chronically absent from 16.6% to 15.4%.</i>		
	<i>Areas for Growth: Increase daily student attendance.</i>		
Problem Statement	<i>15.4% of students are chronically absent.</i>		
Critical Root Causes	<i>Families misunderstand the amount of learning lost when students are absent from school.</i>		

Part B

Connectedness	
School Goal: <i>Decrease the percentage of students who are chronically absent from 15.4% at the end of 2022-2023 to 9% at the end of</i>	STIP Connection: 6



<p>2023-2024 as measured by the Quarterly Progress Monitoring Report in FocusED.</p>	
<p>Improvement Strategy: Attendance committee formed to develop strategies to incentivize daily attendance and increase parent communication on the importance of daily attendance.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Multi-Tiered Systems of Support (MTSS) - 1</i></p>	
<p>Intended Outcomes: <i>Students attend school regularly and arrive on time.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Students will engage in attendance meetings with the school counselor.</i>● <i>Students will receive individual and class incentives for regular attendance.</i>● <i>Teachers will keep lines of communication open with families regarding attendance and tardies.</i>● <i>The Office will notify parents via phone call when a student reaches designated intervals of absenteeism.</i>● <i>The Office will send letters generated via IC when a student reaches designated intervals of absenteeism.</i>● <i>Administrators will conduct parent meetings to communicate attendance expectations and legal responsibilities of the parent/guardian.</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>School wide attendance policy documents.</i>● <i>Teachers</i>● <i>Office Staff</i>● <i>Counselor</i>● <i>Administrators</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Time involved to complete Action Steps; build a team to share responsibilities</i>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Utilize the Language supports in the curriculum.</p> <p>Foster/Homeless: Counselor support to provide wrap around services as needed.</p> <p>Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.</p>	



Migrant: Small group differentiated instruction provided as needed to close the achievement gap.

Racial/Ethnic Minorities: Small group differentiated instruction provided as needed to close the achievement gap.

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in ELA and work collaboratively together.



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>Strategic Budget + CarryOver</i>	<i>3,895,307.78</i>	<i>Staff, Prep Buys, Supplies</i>	<i>Inquiry Area 1, 2, and 3</i>
RBG3	105,608.85	Strategist	<i>Inquiry Area 1 and 2</i>
Title I	188,195.00	FTEs	<i>Inquiry Area 1, 2, and 3</i>
At-Risk	225,401.92	FTEs	<i>Inquiry Area 1, 2, and 3</i>
EL	91,524.42	FTEs	<i>Inquiry Area 1, 2, and 3</i>