Clark County School District

Louis Wiener, Jr. Elementary School

2021-2022 School Performance Plan:
A Roadmap to Success

Louis Wiener, Jr. Elementary School 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 Louis Wiener, Jr. Elementary School front office for more information.

Principal: Michael V. Blume
School Website: https://lwjes.vegas
Email: Contact School for More Information
Phone: (702) 799-5760

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.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	547	0.00%	6.90%	37.70%	9.70%	35.80%	1.10%	8.80%	15.40%	11.50%	100.00%
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%

Enrollment Data

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

Student Performance Data

Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	**School**	49.37%	42.5	40.74%	68.33%	67	77.30%	27.7%	14.70%	54.55%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	**School**	42.5%	40	36.6%	65.9%	66.5	76%	43.2%	13.80%	52.20%
	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	13.5%	52.6%
	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	423	421	429
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
Michael V. Blume	**Principal(s)** *(required)*
Ashley Zinovitch	**Other School Leader(s)/Administrator(s)** *(required)*
ElRae Carino, Antigone Dudder, Craig Koppelman, Kelly Stephen	**Teacher(s)** *(required)*
Toni Longueira	**Paraprofessional(s)** *(required)*
Leticia Cummings, Makiko Watanabe	**Parent(s)** *(required)*
N/A	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
N/A	**Specialized Instructional Support Personnel** *(if appropriate)*

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
SOT Meeting	January 28, 2021 4:00 PM	12	Focus on math proficiency, Build faculty mathematics knowledge
SOT Meeting	February 10, 2021 4:00 PM	7	Focus on math proficiency, Build faculty mathematics knowledge
CI Team Meeting	October 20, 2021 4:00 PM	5	There is a variety of student needs both academically and socially
CI Team Meeting	October 21, 2021 4:00 PM	4	Students need to develop persistence
CI Team Meeting	November 3, 2021 4:15 PM	5	Building skills for educators is as important as building skills for students
CI Team Meeting	November 8, 2021 4:00 PM	4	All faculty are needed to participate in implementing the plan, It is very important to proceed one step at a time
SOT Meeting	November 10, 2021 4:00 PM	8	The strategies included may be known and are promising, but the work must focus on improving implementation and effectiveness

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	CRT Results MAP Results	SEL Units Long Range Plans	Long Range Plans Unit Plans
Problem Statement	Students have struggled to consistently and successfully apply a problem-solving approach when presented with a challenging and/or unique task.		
Critical Root Causes	Students have had varying levels of persistence when working on tasks and have at times opted out of completing tasks. Students have not always made connections spontaneously. Students have not had sufficient opportunities to learn, practice, apply, and generalize problem solving skills. There has not been a consistent problem solving approach in place in the school. There has not been agreement by educators on a consistent problem solving approach.		

Part B

Student Success

School Goal:	Aligned to Nevada's STIP Goal:
80% of students will demonstrate growth and/or proficiency by April 2022 measured by performance tasks that require a problem solving process to be used to complete the task based on review of assessment results in educator collaborative planning sessions.	*STIP Goal 3: All students experience continued academic growth.*

Improvement Strategy: *Increase opportunities for students to engage in the problem solving process (with explicit connections) across subject areas with purposeful planning by educators and common assessments reviewed collaboratively. (Educator SLGs support this improvement strategy.)*

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

Intended Outcomes:
- *Students apply problem solving skills spontaneously and without direction.*
- *Students increase their performance on mathematics assessments (classroom, STAR, MAP, State).*
- *Students make connections across content areas with and without educator assistance.*
- *Students experience a consistent approach to problem solving across settings and years that allows them to focus on application of problem solving skills while building knowledge.*
- *Educators increase opportunities for personalized supports for students (intervention and enrichment) in Tier I instruction.*
- *Educators plan opportunities for students to apply learning and skills from one subject to another in order to deepen understandings and development of knowledge.*
- *Students demonstrate improved results on state assessments.*

Action Steps:
- *Implement educator SLGs focused on problem solving.*
- *Create and share connections across content areas and grades related to problem solving for both educators and students.*
- *When engaging in unit and daily planning, purposefully include explicit connections FOR students and opportunities to hear FROM students about connections they have made spontaneously.*
- *Monitor progress on STAR assessments to determine generalized impact of problem solving processes.*

Resources Needed:
- *Problem solving process and structure*

- *Professional learning sessions*
- *Contract time meetings and Title I-funded hours*

Challenges to Tackle:
- *Limited time for planning and implementation*
- *Varying levels of educator training*
- *Varying experiences students already have*

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

English Learners: *Utilize targeted scaffolds and supports personalized for learners based on the ELD Frameworks.*

Foster/Homeless: *Implement regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Free and Reduced Lunch: *Provide explicit instruction and opportunities to practice solving problems using the problem solving structure (Gradual Release Model).*

Migrant: *Provide regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*

Racial/Ethnic Minorities: *Implement culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students.*

Students with IEPs: *Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*

Inquiry Area 2 - Adult Learning Culture
Part A

	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Adult Learning Culture			
Data Reviewed	*Unit Plans* *District Survey*	*District Survey* *Review of NEPF*	*District Survey* *Review of RTI Procedures*
Problem Statement	*There has been a varied set of planning processes in place in the school that has not resulted in a coherent instructional program across the building.*		
Critical Root Causes	*There has not been a common definition/understanding of problem solving, comprehension, and vocabulary acquisition amongst all faculty. Additionally, there has not been a common problem solving structure amongst all faculty.* *There has not been a common structure in place for unit planning.* *There has not been agreement by faculty on a unit planning structure.* *There has not been effective vertical alignment across the grade levels (Pre-K through Grade 6) which has impacted the implementation of the educational program.* *There has not been consistent application of assessment practices by all faculty.* *There has not been a consistent understanding of MTSS by all faculty.*		

Part B

Adult Learning Culture

School Goal:	STIP Connection:
Increase and improve the understanding and impact of the implementation of the MTSS by 50% by May 2022 as measured by surveys of educators focused on unit planning and results associated with those units planned.	*STIP Goal 3: All students experience continued academic growth*

Improvement Strategy: *Implement a consistent unit planning process grounded in MTSS for all faculty through collaborative processes, inclusive of instructional plans and assessment practices, along with follow-up review of the impact of instruction and student needs.*

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

Intended Outcomes:
- *Educators increase the amount of connections between practice and MTSS.*
- *Educators gain improved levels of academic, social-emotional, and behavioral coherence grounded in MTSS leading to improved connections for students (made explicitly and spontaneously).*
- *Educators create plans to focus on responding to events that impact this work that reduce/eliminate disruption.*
- *Students demonstrate improved results on STAR assessments.*
- *Students demonstrate increased growth and proficiency on MAP assessments.*

Action Steps:
- *Create and share explicit connections between the unit planning process and MTSS.*
- *Monitor departments' application of the unit planning process (beginning with the end in mind, implementation and course correction, and review of results with next steps).*
- *Identify connections for comprehension, problem solving, and vocabulary acquisition across content areas (and across grade levels) for both educators and students.*

Resources Needed:
- *Unit planning structure and time dedicated to unit planning*
- *Content area instructional materials (K-5 Math - enVision Mathematics 2020, K-1 ELA - Amplify, 2-5 ELA - Novel Units, K-5 Science - FOSS)*
- *Professional learning sessions (during contract day and Title I-supported hours)*

Challenges to Tackle:
- *Limited time available*
- *Ensuring each department member implements the unit plan and that the department returns to review progress and achievement at the end of the unit with associated interventions and enrichment*

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

English Learners: *Utilize targeted scaffolds and supports personalized for learners based on the ELD Frameworks.*
Foster/Homeless: *Implement regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*
Free and Reduced Lunch: *Provide explicit instruction and opportunities to practice solving problems using the problem solving structure (Gradual Release Model).*
Migrant: *Provide regular opportunities to engage with the school counselor and/or Safe Schools Professional to check in and make requests for assistance.*
Racial/Ethnic Minorities: *Implement culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students.*
Students with IEPs: *Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Student Survey Results* *Sanford Harmony Lessons* *Habits of Mind Instruction* *Character Traits Instruction* *Panorama Results*	*Teacher Attendance* *Employee Survey Results*	*Review of Family Communication* *Review of Resources Shared by School* *Parent Survey Results*
Problem Statement	*Students have not demonstrated persistence with challenging and unique tasks.*		
Critical Root Causes	*Students have not persevered in challenging situations.* *Not all students have learned the skills necessary to persist.* *Not all students have chosen actions that result in persisting.* *Not all students have been able to connect skills related to persistence with academic tasks.* *Not all educators have been able to connect skills related to persistence with tasks.* *Some students and educators have made choices that resulted in them avoiding non-preferred tasks.* *Not all students have felt connected to the school through supportive relationships with educators.* *NOTE: School has performed significantly above State and District rates.*		

Part B

Connectedness	
School Goal: *By May 2022, increase by at least 25% the amount of students reported to have demonstrated persistence with challenging and/or unique tasks as measured by quarterly surveys of students and faculty focused on the results of relationship-building activities and instruction.*	**STIP Connection:** *STIP Goal 3: All students experience continued academic growth*

Improvement Strategy: *Increase the number of explicit connections made by educators with consistent schoolwide expectations, classroom expectations, Habits of Mind, and Citizenship Traits and implement weekly class Meet Ups and Restorative Circles using Safe and Civil Schools resources with groups and classes as needed.*

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

Intended Outcomes:
- *Students report increases in the amount of positive relationships they have with educators and the school.*
- *Students apply skills learned (HoM, character traits, Sanford Harmony) spontaneously around campus in both academic and social settings.*
- *Educators make connections explicit between social-emotional learning and academics and encourage students to share connections they have made spontaneously.*
- *Students increase their metacognitive awareness for both academics and citizenship.*
- *Students demonstrate persistence when working on tasks that are both challenging and unique.*
- *Students are able to create a plan to complete a task both academically and socially.*
- *Students demonstrate increased positive results on Panorama.*

Action Steps:
- *Create expectations for weekly class Meet Ups (positives, progress, and problems) and plans for restorative circle groups (when applicable).*
- *Provide professional learning opportunities related to making explicit connections between social-emotional learning and academics and how they support each other, including how to identify for oneself when one is persistent.*
- *Provide professional learning related to supports available in Safe & Civil School resources.*
- *Develop structures to support students with recognizing their social learning and development along with how that contributes to their persistence.*
- *Provide professional learning opportunities for educators related to the impact of relationships with students on their ability to persist.*

Resources Needed:
- *Sanford Harmony Lessons & Materials*
- *Citizenship Presentations & Materials (citizenship traits and Habits of Mind)*
- *Safe & Civil Schools Resources*
- *Kelso's Choices*
- *Conflict Resolution Guide*
- *Professional Learning Opportunities for Educators*
- *Lesson Time and Classroom Time for Meet Ups/Restorative Circles*
- *Consistent Schoolwide Expectations (Plans + Implementation)*

Challenges to Tackle:
- *Limited Time and Unlimited Student Need*
- *Varying Levels of Educator Training*
- *Making Coherent Connections to MTSS (Academics + Social-Emotional Learning)*

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

English Learners: *Utilize targeted scaffolds and supports personalized for learners based on the ELD Frameworks.*

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Racial/Ethnic Minorities: *Implement culturally responsive practices that value the contributions of groups of people and that consider the experiences and needs of groups of students.*

Students with IEPs: *Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with scaffolds and supports needed by individuals.*

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)
General Fund	$3,073,170.14	Staffing, Instructional Supplies	1, 2, and 3
Read by Grade 3	$91,266.39	Literacy Strategist	1, 2, and 3
GATE	$56,421.00	GATE Teacher	1, 2, and 3
Special Education Fund	$731,452.02	Staffing	1, 2, and 3
At-Risk Funds	$74,825.00	Staffing, Instructional Supplies	1, 2, and 3
English Language Learner Funds	$89,463.00	Staffing, Instructional Supplies	1, 2, and 3
Title I	$149,400.00	Staffing, Instructional Supplies	1, 2, and 3
Title III	$3,960.00	Instructional Supplies	1, 2, and 3