



Clark County School District

Louis Wiener, Jr. Elementary School

School Performance Plan: A Roadmap to Success

Louis Wiener, Jr. Elementary School 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: 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

Our SPP was last updated on October 18, 2022.



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/louis_wiener_jr_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
Michael V. Blume	Principal(s) <i>(required)</i>
N/A	Other School Leader(s)/Administrator(s) <i>(required)</i>
ElRae Carino, Craig Koppelman, Colleen Linnenkamp	Teacher(s) <i>(required)</i>
Toni Longueira	Paraprofessional(s) <i>(required)</i>
Leticia Cummings, Anstacia Taylor, Makiko Watanabe	Parent(s) <i>(required)</i>
N/A	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</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
Act 3 - Reviewing the Journey	10/5/2022	<ul style="list-style-type: none">● Reviewed status from the June 2022 SPP check-in● Reviewed strengths and challenges from NSPF● Discussed updates to SPP action steps
Review of SPP at SOT Meeting	10/19/2022	<ul style="list-style-type: none">● Request for presentation regarding 2022-2023 baseline performance● Explain acronyms utilized in document



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	<i>Student growth on the most-recent NSPF was strong, Student achievement results were relatively weak</i>	<i>Weekly class meetings and weekly SEL lessons were provided</i>	<i>Quality Tier I instructional materials available for Reading, Mathematics, and Science, Online reading materials available to all students</i>
	<i>Areas of Strength: Common-area and classroom expectations were set, Monthly citizenship presentations were provided</i>		
	<i>Areas for Growth: Understanding of new SEL instructional materials</i>		
Problem Statement	<i>Students have struggled to consistently and successfully apply a problem-solving approach when presented with a challenging and/or unique task.</i>		
Critical Root Causes	<i>Students have had varying levels of persistence when working on tasks and have at times opted out of completing tasks.</i> <i>Students have not always made connections spontaneously.</i> <i>Students have not had sufficient opportunities to learn, practice, apply, and generalize problem solving skills.</i> <i>There has not been a consistent problem solving approach in place in the school.</i> <i>There has not been agreement by educators on a consistent problem solving approach.</i>		



Part B

Student Success	
School Goal: <i>80% of students will demonstrate growth and/or proficiency by April 2023 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.</i>	Aligned to Nevada's STIP Goal: <i>STIP Goal 3: All students experience continued academic growth.</i>
Improvement Strategy: <i>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.)</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 (Moderate)	
Intended Outcomes: <ul style="list-style-type: none">● <i>Students apply problem solving skills spontaneously and without direction.</i>● <i>Students increase their performance on mathematics assessments (classroom, STAR, MAP, State).</i>● <i>Students make connections across content areas with and without educator assistance.</i>● <i>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.</i>● <i>Educators increase opportunities for personalized supports for students (intervention and enrichment) in Tier I instruction.</i>● <i>Educators plan opportunities for students to apply learning and skills from one subject to another in order to deepen understandings and development of knowledge.</i>● <i>Students demonstrate improved results on state assessments.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Implement educator SLGs focused on problem solving.</i>● <i>Create and share connections across content areas and grades related to problem solving for both educators and students.</i>● <i>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.</i>● <i>Monitor progress on STAR assessments to determine generalized impact of problem solving processes.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Problem solving process and structure</i>	



- *Professional learning sessions*
- *Contract time meetings and extra-duty pay*

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

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Teachers learned about and implemented updated mathematics instructional materials, Teachers dedicated time and energy to personalizing lessons throughout the year</i>	<i>Structures for unit planning were developed and presented, Implementation was inconsistent</i>	<i>Intervention plans and instruction were provided in classrooms, Student assessment data was used to guide instruction in classrooms</i>
	<i>Areas of Strength: Willingness to do what is best for students, Knowledge of standards was developed throughout the year</i>		
	<i>Areas for Growth: Understanding of new instructional materials in science and refining understandings for instructional materials in mathematics; Refining understandings related to long-term, medium-term, and short-term planning</i>		
Problem Statement	<i>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.</i>		
Critical Root Causes	<p><i>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.</i></p> <p><i>There has not been a common structure in place for unit planning.</i></p> <p><i>There has not been agreement by faculty on a unit planning structure.</i></p> <p><i>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.</i></p> <p><i>There has not been consistent application of assessment practices by all faculty.</i></p> <p><i>There has not been a consistent understanding of MTSS by all faculty.</i></p>		



Part B

Adult Learning Culture	
School Goal: <i>Increase and improve the understanding and impact of the implementation of the MTSS by 75% by May 2023 as measured by surveys of educators focused on unit planning and results associated with those units planned.</i>	STIP Connection: <i>STIP Goal 3: All students experience continued academic growth</i>
Improvement Strategy: <i>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.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1-Strong, 2-Moderate</i>	
Intended Outcomes: <ul style="list-style-type: none">● <i>Educators increase the amount of connections between practice and MTSS.</i>● <i>Educators gain improved levels of academic, social-emotional, and behavioral coherence grounded in MTSS leading to improved connections for students (made explicitly and spontaneously).</i>● <i>Educators create plans to focus on responding to events that impact this work that reduce/eliminate disruption.</i>● <i>Students demonstrate improved results on STAR assessments.</i>● <i>Students demonstrate increased growth and proficiency on MAP assessments.</i>	
Action Steps: <ul style="list-style-type: none">● <i>Create and share explicit connections between the unit planning process and MTSS.</i>● <i>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).</i>● <i>Identify connections for comprehension, problem solving, and vocabulary acquisition across content areas (and across grade levels) for both educators and students.</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Unit planning structure and time dedicated to unit planning</i>● <i>Content area instructional materials (K-5 Math - enVision Mathematics 2020, K-1 ELA - Amplify, 2-5 ELA - Novel Units, K-5 Science - Amplify)</i>● <i>Professional learning sessions (during contract day and extra-duty hours)</i>	



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?

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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	<i>Students completed the Panorama survey and individual needs were reviewed by Counselor and SSP</i>	<i>Teachers developed relationships with individuals and groups of students throughout the school year, Implemented full in-person learning for the full year</i>	<i>Families expressed interest in participating in social and supportive activities related to the school, A high percentage of families participated in conferences and meetings with teachers</i>
	<i>Areas of Strength: Educators spent time determining ways to present learning opportunities to students that considered a variety of student needs</i>		
	<i>Areas for Growth: Develop and deploy the Family & Faculty Organization, Building understanding of SEL instructional materials, Recognize specific examples of student and educator persistence and the impact on learning/growth/achievement</i>		
Problem Statement	<i>Students have not demonstrated persistence with challenging and unique tasks.</i>		
Critical Root Causes	<i>Students have not persevered in challenging situations.</i> <i>Not all students have learned the skills necessary to persist.</i> <i>Not all students have chosen actions that result in persisting.</i> <i>Not all students have been able to connect skills related to persistence with academic tasks.</i> <i>Not all educators have been able to connect skills related to persistence with tasks.</i> <i>Some students and educators have made choices that resulted in them avoiding non-preferred tasks.</i> <i>Not all students have felt connected to the school through supportive relationships with educators.</i>		



Part B

Connectedness	
<p>School Goal: <i>By May 2023, increase by at least 50% the amount of students reported to have demonstrated persistence with challenging and/or unique tasks as measured by quarterly (or more frequently) surveys of students and faculty focused on the results of relationship-building activities and instruction.</i></p>	<p>STIP Connection: <i>STIP Goal 3: All students experience continued academic growth</i></p>
<p>Improvement Strategy: <i>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 meetings, use Safe and Civil Schools resources with as needed.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i></p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> ● <i>Students report increases in the amount of positive relationships they have with educators and the school.</i> ● <i>Students apply skills learned (HoM, character traits, RethinkEd) spontaneously around campus in both academic and social settings.</i> ● <i>Educators make connections explicit between social-emotional learning and academics and encourage students to share connections they have made spontaneously.</i> ● <i>Students increase their metacognitive awareness for both academics and citizenship.</i> ● <i>Students demonstrate persistence when working on tasks that are both challenging and unique.</i> ● <i>Students are able to create a plan to complete a task both academically and socially.</i> ● <i>Students demonstrate increased positive results on Panorama.</i> 	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Create expectations for weekly class meetings (positives, progress, and problems) and plans for restorative circle groups (when applicable).</i> ● <i>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.</i> ● <i>Provide professional learning related to supports available in Safe & Civil School resources.</i> ● <i>Develop structures to support students with recognizing their social learning and development along with how that contributes to their persistence.</i> ● <i>Provide professional learning opportunities for educators related to the impact of relationships with students on their ability to persist.</i> 	

**Resources Needed:**

- *Rethink Ed 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 Classroom and Group Meetings*
- *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)*

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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)
General Fund	\$2,995,915	Staffing, Instructional Supplies	1, 2, and 3
Read by Grade 3	\$94,970	Literacy Strategist	1, 2, and 3
GATE	\$60,547	GATE Teacher	1, 2, and 3
Special Education Fund	\$737,261.37	Staffing	1, 2, and 3
At-Risk Funds	\$117,822	Staffing, Instructional Supplies	1, 2, and 3
English Language Learner Funds	\$141,406	Staffing, Instructional Supplies	1, 2, and 3
Title I	\$168,010	Staffing, Instructional Supplies	1, 2, and 3
Title III	\$4,488	Instructional Supplies	1, 2, and 3