



## Clark County School District

# Ries Elementary School

### School Performance Plan: A Roadmap to Success

*Ries 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:** A. Mario Quinonez

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**Phone:** 702-799-1240

**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 09/19/2022.*



## 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/aldeane\\_comito\\_ries\\_elementary/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/aldeane_comito_ries_elementary/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
A. Mario Quinonez	<b>Principal(s)</b> <i>(required)</i>
Janet Perez	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Natalie Sakho Tahsondria Afrim Sara Smith	<b>Teacher(s)</b> <i>(required)</i>
Theresa Guastalli*	<b>Paraprofessional(s)</b> <i>(required)</i>
Magdalena Santillan Kira Bradshaw	<b>Parent(s)</b> <i>(required)</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
Staff Meeting to go over SPP	9/12/22	<p>The staff learned that we need to continue with the same goals. We need to continue to build a strong mathematical foundation, so that students are able to make connections with previously taught material in order to solve multi-step problems.</p> <p>The admin team also encouraged the staff to share their input on how to make everyone feel like they are a part of the decision making process.</p> <p>The different presentations given throughout the day were tailored with the SPP goals in mind.</p>
Staff Meeting to go over SPP	1/23/23	<p>As a staff we will continue with the same goals. We will continue to encourage teachers to present strong Number Talks in order to build strong mathematical foundations.</p> <p>The admin team will continue to survey the staff in order to build stronger adult connectedness. As a school, we want staff buy-in and staff members who believe that their input is valued and needed in order to help the students succeed.</p>



# 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>	<p>MAP Growth Assessments; Smarter Balanced Summative Assessments (SBAC)</p>	<p>Nevada School Climate/Social Emotional Learning Survey; Districtwide Student Survey</p>	<p>enVisions Math curriculum provides rigorous Tier I instruction; Differentiated small math group instruction in order to scaffold; Summative and formative assessments to help drive instruction; Classroom observations, lesson plan reviews, and Professional Learning Communities (PLC) conversations</p>
	<p><i>Areas of Strength: The students showed growth of 10.9% on the 2021-2022 SBAC ELA assessment. In 2021-2022 the students showed 52.5% proficiency rate on the SBAC ELA assessment. In 2020-2021, the students were 41.6% on the SBAC ELA assessment.</i></p> <p><i>The students showed growth of 15.8% on the 2021-2022 SBAC Math assessment. In 2021-2022, the students showed 44.1% proficiency on the SBAC Math assessment. In 2020-2021, the students were 28.3% proficient on the SBAC Math assessment.</i></p>		
	<p><i>Areas for Growth: After breaking down the SBAC Math assessment for 2021-2022 with the CIP team, we found that the students need to work on Claim 1: Concepts and Procedures. It was an area where the students had low proficiency scores in grades 3-5.</i></p>		



<b>Problem Statement</b>	<p>On the 2022 SBAC math assessments, 43.01% of students were “Below Standard” on Mathematics Claim 1: Concepts and Procedures. Although this is a significant decrease from 2020-2021 which was 60.87%, this rate is still higher than pre-pandemic levels (2017-2018 was 41.71% and 2018-2019 was 37.63%).</p>
<b>Critical Root Causes</b>	<p>Classroom instruction does not consistently include the use of manipulatives to help students visually represent problems and differentiated instruction for students in small groups.</p>

## Part B

<b>Student Success</b>	
<p><b>School Goal:</b> <i>The school goal is to increase SBAC proficiency: Increase the percent of students proficient in mathematics from 44.1% in 2022 to 47.1% by 2023 as measured by state summative assessments.</i></p>	<p><b>Aligned to Nevada’s STIP Goal:</b>  <i>Goal 3: All students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b> <i>Number talks, concept training, professional development, and structured PLCs</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs - level 2; Build a committed staff through professional development - level 1; enVision Math 2020 - level 3; MAP Growth Assessments - level 3</i></p>	
<p><b>Intended Outcomes:</b> <i>Increase the percent of students scoring above the 60th percentile in math from 38.8% (fall) to 41.8% (winter) to 44.8% (spring) by 2022 as measured by MAP Growth Assessment.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>What does it look like? Teachers will go to the NWEA website and analyze the data provided in the Learning Curriculum that breaks down the test by standards. This way, the teachers are able to determine students’ strengths and weaknesses. The teachers would be able to use the data on the Learning Continuum to drive instruction for whole group, small group, and individual instruction. Teachers will also be able to use the data given to help differentiate instruction to meet the needs of all students.</i></li> <li>● <i>Who is responsible for doing the work? (All 3-5 teachers are responsible for students taking their MAP math assessments as well as their SBAC math assessments. Students are responsible for taking their MAP math assessments and their SBAC assessments.)</i></li> <li>● <i>How often will it occur? (Three times a year MAP math data will be reviewed. SBAC data will also be reviewed at the end of the school year.)</i></li> <li>● <i>What data will be collected to determine if the action step is successful? SBAC 2023 math data for students’ in grades 3-5, MAP math winter data (2022) and MAP spring data (2023).</i></li> <li>● <i>Who will monitor that the action step is being implemented? (All 3-5 teachers will ensure that their students take the winter MAP math assessment and the spring MAP math assessment. They will also ensure that all 3-5 students complete the SBAC math assessment in</i></li> </ul>	



2023.)

- *How often will we monitor? (Three times a year, the 3-5 grade math MAP data will be analyzed in order to help drive instruction in the classroom. SBAC math data will be studied from previous years to find areas of strength and weakness in order to help students improve their scores.)*

**Resources Needed:**

- Math MAP Practice Assessments for Grades 3-5
- SBAC Sample Test Items from the state SBAC website
- Envisions Teacher Manuals and Envisions Online Teacher and Student Materials
- NWEA website to analyze the information provided on the Learning Continuum
- Achieve the Core in order to determine the major and supporting math standards
- Professional Development provided through RPDP and through the CPD district office

**Challenges to Tackle:**

- *Understanding how teachers can teach concept development to students who are struggling with basic math facts.*
- *How to differentiate instruction when some of the students are two grade levels behind in their learning, but still have to be ready to take state assessments in the spring.*
- *Students are not willing to struggle through problems that they don't understand by using strategies that they have been taught to solve various math problems.*

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

English Learners: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Foster/Homeless: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.



Free and Reduced Lunch: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: Explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: Goals on IEP will be followed for individual students, one-on-one practice with the teacher, explicit vocabulary instruction, various visual representations, anchor charts, meaningful academic discourse centered on content vocabulary pertaining to the standard, differentiated instruction in small groups, Kagan structures to support cooperative and independent learning, Practice Buddy practice on Envisions (Saavas), independent practice in Envisions workbook, fact practice on Freckle, mathematical songs that lend themselves to learning content vocabulary, Flocabulary, manipulatives, number lines, number talks, and different math strategies taught pertaining to the Nevada Academic Content Standards. Weighted funding employs educational personnel who provide services for at-risk and EL students.



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	<i>Instructional Rounds</i>	Districtwide Staff Survey	PLC meetings; Professional development; Master schedule
<b>Data Reviewed</b>	<i>Areas of Strength: PLC meetings and instructional rounds gave teachers the opportunity to learn from their colleagues and to ask questions on how to reach struggling students as well as challenge the students on grade level. It provided a safe space / community to ask professional advice on how to teach the standards with rigor and relevance.</i>		
	<i>Areas for Growth: Teams need to ensure that they provide data in a uniform location and that all members of the team complete the grade level data spreadsheets in a timely manner. This will help when analyzing the data at hand.</i>		
<b>Problem Statement</b>	<i>PLC meetings have not followed a consistent and common structure focused on understanding the standards, using data to drive instruction, and collaborating to design effective instruction.</i>		
<b>Critical Root Causes</b>	<i>Teachers were struggling to collaborate with their grade levels in order to meet schoolwide expectations. Teachers also struggled with asking for help from one another as well as sharing strategies that would help students with their learning. Teachers mistrusted the data because it was administered in a virtual setting as opposed to in a physical setting (classroom setting).</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>By the end of the school year, 80% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.</i>	<b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i>





**Improvement Strategy:** Structured PLC meetings two times a month

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs - level 2*

**Intended Outcomes:**

*By January 2023, 75% of grade-level PLC meetings will include a focus on standards, data, and collaborative instruction as evidenced by PLC observations/meeting minutes.*

*By January 2023, 50% of RTI meeting minutes will focus on student data / interventions that will help students progress towards their goals.*

*By January 2023, 50% of the staff will have participated in one or two cross grade level observations.*

**Action Steps:**

- *What does it look like? Every time teachers and administrators meet for PLC meetings, they will follow structured agendas that focus on student data to help drive instruction. Teachers will be able to collaborate on how to better meet the needs of students by using the grade level spreadsheets.*
- *RTI Data will be shared across grade levels in order to provide transparency across the grade levels. It will also help with making informed school decisions that will benefit students' academic / social growth.*
- *Across grade level observations in order to build teacher leadership / capacity. (Prioritizing new to Ries and new to grade level.)*
- *Who is responsible for the work? Teachers and administrators*
- *How often will it occur? Two Wednesdays a month*
- *What data will be collected to determine if each step is successful? Teachers and administrators will analyze the data individually and as a group to determine if students are effectively learning the standards.*
- *Who will monitor that the action step is being implemented? PLC agendas and minutes will be kept of each PLC meeting, administrators, strategists, and school counselor will be a part of these meetings as well to ensure that everyone is doing everything possible to help improve student achievement.*
- *How often will we monitor? Teachers will provide their student data on the grade level PLC spreadsheets that they submit to administration monthly. Teachers and administration will monitor formative and summative assessment data to ensure that students are progressing towards their academic goals.*

**Resources Needed:**

- *Summative and formative assessment data*
- *PLC spreadsheets*
- *Achieve the Core*
- *Learning Continuum from NWEA*
- *PLC agendas and minutes*



**Challenges to Tackle: (What are some challenges that we can put down in this section?)**

- Time constraints
- Limited opportunities to meet as a grade level

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

English Learners: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Foster/Homeless: Instructional Rounds, structured PLC meetings with agendas, minutes, individual roles, and additional plans. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: Instructional Rounds, structured PLC meetings with agendas, minutes, and individual roles, annual review. Weighted funding employs educational personnel who provide services for at-risk and EL students.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Chronic absenteeism</i>	Districtwide Staff Survey; Staff absenteeism	Districtwide Parent Survey
<b>Data Reviewed</b>	<i>Areas of Strength: We were close to meeting our goal of 85% of staff who strongly agree or agree that the school promotes staff and teacher participation in decision making that affects school practices and policies. We made it to 83% of the staff who strongly agree or agree in May 2022.</i>		
	<i>Areas for Growth: Find other ways to involve the staff in the decision-making process on a schoolwide level.</i>		
<b>Problem Statement</b>	<i>Based on the staff district wide survey given in 2020-2021, 79% of the staff responded that they strongly agreed or agreed that the school promoted staff regular participation in decision-making that affects school practices and policies. Although the positive responses in 2021-2022 increased, there is still work to do to meet this goal.</i>		
<b>Critical Root Causes</b>	<i>The added teacher duties / responsibilities and the problem-solving that has to be made as issues arrive, make it so that sometimes staff feel overwhelmed. Structures and norms for communicating opportunities for staff to provide input and for collecting that input continue to be developed.</i>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Increase the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies from 83% (spring 2022) to 85% (May 2023) as measured by the Districtwide CCSD Survey.</i>	<b>STIP Connection:</b> <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<b>Improvement Strategy:</b> <i>Prioritize staff concerns and seek staff input related to problem solving. Create by-in so that staff feel included in the</i>	



decision making process.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - level 3*

**Intended Outcomes:** *By the end of the first semester, the percent of teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies will improve from 83% to 85% by using a Google Form to survey the staff in January 2023.*

**Action Steps: What should our action steps look like?**

- *What does it look like? Teachers and staff will be continually asked for their input in staff meetings, grade level meetings, and PLC meetings in order to help make decisions for the school.*
- *Who is responsible for doing the work? The members of the Continuous Improvement Team will come together to create a survey that will be given to the staff in order to promote staff and teacher participation in decision-making that affects school practices and policies.*
- *How often will it occur? Staff will be surveyed in January as well as in May to see if there is an increase in teachers who strongly agree or agree that the school promotes staff and teacher participation in decision-making that affects school practices and policies. The goal is that the percentage increases from 79% to 85% in January.*
- *What data will be collected to determine if the action step is successful? District wide survey data in May as well as survey data generated from the Google Form survey administered in January.*
- *Who will monitor that the action step is being implemented? The members of the continuous improvement team will monitor to ensure that each action step is implemented.*
- *How often will we monitor? We will collect the data in January and in May. A survey will be created to survey the staff in January and then the staff will take the district wide survey given to the staff in May.*

**Resources Needed:**

- *Google Form survey (January)*
- *District wide survey (May)*
- *Teacher Input in order to help everyone feel included and part of the decision-making that affects school practices and policies.*

**Challenges to Tackle:**

- *Learning new ways to help everyone feel comfortable with sharing/voicing their concerns for how to better help students succeed academically and socially.*
- *Unprecedented challenges that we are facing based on coming back from distance learning and new reopening guidelines that affect overall morale*



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

English Learners: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Foster/Homeless: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Free and Reduced Lunch: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Migrant: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Racial/Ethnic Minorities: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.

Students with IEPs: collaborative work groups to share in the workload so that teachers have more time to plan and teach. Weighted funding employs educational personnel who provide services for at-risk and EL students.



## 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 Funds	\$3,388,599.76	Staff and Instructional Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Funds	\$219,313.80	Learning Strategist servicing at risk students as well as supporting students with behavior, academic, and social needs. Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist).	Student Success, Adult Learning Culture, Connectedness
Read By Grade 3	\$94,969.60	Read By 3 Learning Strategist	Student Success, Adult Learning Culture, Connectedness
EL Weighted Funds	\$52,978.37	Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist). To support at risk and second language students in order to close the achievement gap.	Student Success, Adult Learning Culture, Connectedness
Title III-EL Funds	\$4,422.00	<p>Ries ES provides targeted instruction focusing on specific ELL strategies. The teachers continue to learn and utilize how to use digital tools to increase student learning such as visual tools and videos. ELL students participate in sustained reciprocal academic discourse throughout the day.</p> <p>Imagine Learning is utilized to provide targeted support.</p> <p>MAP Growth assessments are used to progress</p>	Student Success, Adult Learning Culture, Connectedness



		<p>monitor academic growth.</p> <p>Teachers participate in professional development, planning, and ELL instructional rounds in order to build capacity with the school and improve reflection and discussion regarding purposeful planning of language routines and discourse structures.</p>	
ESSER III Funds	\$133,500.00	Licensed educators that provide direct academic instruction to students (i.e., teachers for class size reduction, learning strategist, specialist).	Student Success, Adult Learning Culture, Connectedness