



Clark County School District
Jesse D. Scott ES
2021-2022 School Performance Plan:
A Roadmap to Success

Jesse D. Scott ES 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 Dana Roseman for more information.

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School Designations: Title I ES



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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	610	1%	3.3%	42.5%	33.4%	10.2%	0.8%	8.9%	17.0%	13.6%	100%
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%

*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	22.07%	41.5	26.63	26.91%	48	38.17	10.3%	13.4%	36.84%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	23.4%	38	20.3	32.9%	54.5	43.4	9.7%	15.1%	47.1%
	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	9.4	47.2%
	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	386	383	389
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
Dana Roseman	Principal(s) <i>(required)</i>
Deborah Faltinosky	Other School Leader(s)/Administrator(s) <i>(required)</i>
Diane Mangum, Lela Casorla, Callum Hiller, Desiree Weston , LeCylvi Goss, Sonya Baker, Kaycee Pearce, Wanda Jackson, April Gates	Teacher(s) <i>(required)</i>
Maribel Camacho, Melinda Hunter, Stephanie Lizana, Andrea Mosley, Gloria Roe	Paraprofessional(s) <i>(required)</i>
<i>Deborah Franklin, Gloria Terrazas, Amanda Jones</i>	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



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
Food Distribution Day (500 boxes of food) / New Creation Outreach Ministries	5.22.21 8-12 pm	500	Our families are in need
Blessings in a Backpack	Friday's weekly	40	Partnership to support our students and their families who are food deficient.
Serving our Kids <i>Food Distribution #2</i>	Friday's weekly	35	Partnership to support our students and their families who are food deficient.
Home visits	As needed	177 (2020 - 2021) 10 (as of 10.13.21)	Building relationships with and supporting our families.
Girls on the Run	Twice Weekly	16	Fitness and Social Emotional Wellness for girls and their families.
Gentlemen and Ladies by Choice	Twice Weekly	16	Social Emotional Wellness for boys and girls.
Individual Counseling sessions (in-school)	As Needed	TBD	Supports for our students and their families in need.
School Community Partnership Office Ambassadors	Monthly	1	Provides opportunities to build social and cultural bridges for our families.



Social Worker	Daily	TBD	Provides in-school support for individuals, small groups, and families as needed.
21st Century Community Learning Center - Scott Scouts After School Program	Daily 2:01 - 4:45 pm	76	Tutoring and Enrichment for students plus family engagement opportunities.



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 2020 - 2021 MAP Fall 2021 Ready Gen Assessments Envisions Assessments Freckle Reports	<i>CCSD School Climate Data</i> <i>Panorama Survey Results</i>	Canvas Analytics Ready Gen Assessments Envisions Assessments Freckle Reports PLC logs Supervisory Observational Notes Moby Max practice
Problem Statement	<i>Lack of implementation of consistent Tier 1 instructional materials with appropriate rigor and a common instructional language due to missed opportunities (teacher unresponsiveness) and students' lack foundational skills.</i>		
Critical Root Causes	<i>Lack of intentionality. Instructional capacity was limited especially in foundational skills due to having a large probational (13) workforce. Curricular expectations were implemented by staff at a lower level than what was modeled or set forth by administration.</i>		

Part B

Student Success	
School Goal:	Aligned to Nevada's STIP Goal: <ul style="list-style-type: none"> Goal 1: All children, birth through third grade, have access to quality early care and education.



<ul style="list-style-type: none">● Decrease the percent of students scoring at or below the 40th percentile in ELA from 63.6% (fall) to 53.6% (winter) to 43.6% (spring) by 2022 as measured by the MAP Growth Assessment.	<ul style="list-style-type: none">● Goal 3: All students experience continued academic growth.● Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.● Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
<p>Improvement Strategy: Take a deep dive with targeted support for grade levels on how to use Ready Gen effectively which includes an intensive push to teach foundational skills in all grade levels, and a backwards model approach to common formative and summative assessments.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>ReadyGen EBI Level 3, MAP EBI Level 3</i></p>	
<p>Intended Outcomes: to demonstrate continued academic growth in Foundational Skills as measured by MAP (FocusEd) and site-based technology tools (Freckle and MAP fluency).</p> <p>ReadyGen 43% of our K - 5 students were successful on the benchmark assessment.</p> <p>MAP Kinder - 61.6% and 1st - 36% at average or above Foundational Skills achievement on the MAP assessment.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Calendar collaboration meeting times, instructional benchmarks, assessments, times for reteaching/reassessment, and data discussions.</i>● <i>Set expectations for how teams will function through the lens of The 8 Behaviors of Smarter Teams with all staff (Schwarz - Smarter Leaders Smarter Teams).</i>● <i>Fully understand the Freckle reporting platform to be able to reasonably set parameters for growth.</i>● <i>Sight Word Emphasis in all grade levels.</i>● <i>Use Moby Max during independent work time to reinforce classroom instruction of Sight Words</i>● <i>Peer Support with sight word practice (highs support the lows)</i>● <i>Daily instruction of Foundational Skills via Ready Gen</i>● <i>Encourage children to read by our Kinder 1000 Book challenge and Library Reading Incentives program.</i>● <i>Backwards Assessment Mapping of ReadyGen and Envisions materials.</i>	



- *Engage teams in reflective data exercises quarterly so they can take improvement actions to benefit student learning and support professional growth.*
- *Make professional learning accessible for all at differentiated levels through a combination of in-person professional learning and Canvas content (Foundational Skills, Multisyllabic words, ELL strategies, etc.)*
- *Help teachers understand their levels of accountability when grading and reviewing their individual data.*
- *Assign 2 Certified Temporary Tutors (CTT) to support small group instruction.*
- *Unwrap the standards in each unit.*
- *Help teachers understand how to teach the standards and when to reteach/reassess those who didn't reach the goals.*
- *Conduct monthly data talks outside of the PLC timeframes for an intensive look and to hold teachers accountable for learning.*
- *Monthly curriculum implementation checks with guided discourse on responsive lesson planning.*
- *Foundational Skills PL by RBG3 Literacy Specialist based on CORE Reading Academy.*

Resources Needed: *Foundational Instructional*

- Extra Duty Pay
- Staff Development Days
- Canvas Courses (differentiated based on teacher capacity/need)
- PLC meetings to create, align, and review student work.
- Time on calendar for reteaching/reassessing
- Additional Student materials (workbooks, textbooks)

Challenges to Tackle:

- *Teacher and student absenteeism which pulls others away from supporting the outlined work.*
- *CTTs pulled to cover classes long term*
- *Classroom behaviors that distract others from learning.*

Improvement Strategy: Increase students basic math fact fluency skills.

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

Intended Outcomes:

Improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence as measured by Envisions from 37% (Topic 1 Schoolwide) to 70%.

Action Steps:

- *Moby Max Fact Fluency Practice daily for 5 minutes*
- *Freckle use three times per week in class.*



- *Send home practice cards as homework.*
- *Remind families to use the cards sent home.*

Resources Needed:

- *Moby Max Fact Fluency Practice time*
- *Fact Cards per grade levels (\$\$)*

Challenges to Tackle:

- *Student attendance patterns*
- *Students may lose or not use the cards*

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

English Learners: Imagine Learning and identified classroom strategies to support
 Foster/Homeless: Wraparound supports / After School Tutoring and Enrichment / Weekend Backpack Meals
 Free and Reduced Lunch: Wraparound supports / After School Tutoring and Enrichment / Fresh Fruits and Vegetables Program
 Migrant: N/A
 Racial/Ethnic Minorities: Wraparound supports / After School Tutoring and Enrichment / Fresh Fruits and Vegetables Program
 Students with IEPs: Weekly PLC with Special Education Team and additional supports for self-contained teachers. Multiple opportunities for exposure to content. Use of Fontas and Pinnel’s LLI kits.

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>MAP Grade Distributions SBAC Scores New Curriculum - ReadyGen and Envisions</i>	<i>Supervisory pre and post conference notes Canvas Courses designed in-house Strategists notes</i>	<i>Instructional Calendar with assessment and reteaching dates Canvas Grades New Teacher Induction Courses / Onboarding Mentor logs</i>



	<i>AVID Site Goals</i>		<i>HCM Daily Teacher Attendance Logs</i> <i>Weekly Staff Meetings and PLCs</i> <i>Lesson Plan Checks</i> <i>Regular Data Analysis</i> <i>Guided Staff Discourse</i>
Problem Statement	Teams don't feel safe enough with each other to ask for help and support when faced with primary and secondary trauma or instructional shortcomings.		
Critical Root Causes	<p><i>Lack of personal wraparound resources for staff due to primary and secondary trauma.</i></p> <p><i>Transient and newer staff and open staff positions</i></p> <p><i>Many teachers still see grading as punitive.</i></p> <p><i>Lack of instructional rigor and a misunderstanding of the grading reform.</i></p> <p><i>Lack of a clear understanding of how to effectively support a deficiency in foundational skills K - 5.</i></p> <p><i>Limited / Restricted opportunities for effective team building due to Social Distancing.</i></p> <p><i>Effective data disaggregation, but ineffective analyzing of student work through exemplars and teacher problem-solving.</i></p> <p><i>New curriculum so guideposts for implementation have to be developed so that teachers can embrace the scope and sequence expected of instruction effectively.</i></p> <p><i>Increased teacher absences also impacted instructional implementation.</i></p> <p><i>Twelve new staff members are not AVID trained.</i></p>		

Part B

Adult Learning Culture	
<p>School Goal:</p> <p>Improve teacher instructional capacity by way of improved student achievement and educator effectiveness as measured by ReadyGen End of Unit Assessments from to 43% (Unit 1) to 70% and Envisions Topic Assessment from 37% (Topic 1) to 70%.</p>	<p>STIP Connection:</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Staff will participate in team building during PLC's and/or staff meetings and utilize the coaching staff to help support their</p>	



instructional areas in need of growth as they ensure high engagement and highly rigorous opportunities for learning and promoting excellence. Staff will utilize the continuous improvement cycle to guide PLC discussions based on data.

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

Intended Outcomes: Have staff feel more connected and safe with each other, and within their craft in order to create a positive atmosphere where mistakes are a process of learning for both teachers and students but a growth mindset is expected. Teachers will use data to determine student needs for support to be successful within the curriculum.

Action Steps:

- *Calendar collaboration meeting times, instructional benchmarks, assessments, times for reteaching/reassessment, and data discussions.*
- *Set expectations for how teams will function through the lens of The 8 Behaviors of Smarter Teams with all staff (Schwarz - Smarter Leaders Smarter Teams).*
- *Autonomous team building opportunities within teams led by team leaders.*
- *Engage teams in reflective exercises quarterly so they can take improvement actions to benefit student learning and support professional growth.*
- *Providing administrative support to the teams that seem to struggle.*
- *Professional Development on ReadyGen and Envisions instruction using targeted supports*
- *Make professional learning accessible for all at differentiated levels through a combination of in-person professional learning and Canvas content (Foundational Skills, Multisyllabic words, ELL strategies, etc.)*
- *Help teachers understand their levels of accountability when grading and reviewing their individual data.*
- *Unwrap the standards in each unit.*
- *Use AVID strategies and WICORize lessons to support all learners.*
- *Help teachers understand how to teach the standards and when to reteach/reassess those who didn't reach the goals.*
- *Conduct monthly data talks outside of the PLC timeframes for an intensive look and to hold teachers accountable for learning.*
- *Monthly curriculum implementation checks with guided discourse on responsive lesson planning.*
- *Host the Scott Elementary School Lip Sync Battle Championship Rounds (Schoolwide Team Builder).*
- *Send 12 staffers to AVID professional training and as many as possible to Summer Academy 2022 - live.*

Resources Needed:

- *A filled staff roster*
- *Trust*
- *Help*
- *Instructional Focus /Targets as outlined in the Nevada Academic Content Standards*
- *Definition of rigor*



- *Admin and Strategists to support the teams/teachers*
- *Shared master calendar*
- *Time to unwrap the standards and understand the new curriculum*
- *Lesson Plan*
- *Team building activities*
- *Grading Reform understanding*
- *Teachers previewing the instruction and assessments prior to implementing the instruction*
- *Pop-Up Clinics for strategies and procedural and conceptual support based on teacher needs.*
- *Exemplars*
- *Time for vertical alignment of standards/instruction*
- *The understanding that student outcomes don't change until adult behaviors change.*
- *Reservations for AVID training*

Challenges to Tackle:

- Admin and strategists are not able to support instruction because they are covering classrooms for those who are absent, on FMLA, or in vacant positions.
- Lack of long-term subs
- We have two new programs for teachers to learn how to use.
- Lack of practice utilizing and discussing data effectively during plc and during instructional planning.
- Lack of intentionality in planning and instruction.

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

English Learners: Sentence Frames Strips training for newcomers to Scott, and speaking engagement training, rubric, and monitoring. ELL Success Criteria professional learning. Exposure to fresh fruits and vegetables to broaden vocabulary. AVID.
Foster/Homeless: Professional Development on targeted topics. AVID.
Free and Reduced Lunch: Professional Development on targeted topics. AVID
Migrant: N/A
Racial/Ethnic Minorities: ELL Success Criteria professional learning. AVID
Students with IEPs: Weekly PLC with Special Education Team and additional support for self-contained teachers. Multiple opportunities for exposure to content. Use of Fontas and Pinnel's LLI kits. Sentence Frames Strips training for newcomers to Scott. Understanding of the available accommodations/modifications.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p>CCSD Climate Survey</p> <p>Lifeline Data</p> <p>Student Input</p> <p>Student Flipgrids</p> <p>Concern Forms</p> <p>Behavior / Award Logs</p> <p>SISP Tab</p> <p>PBIS Rewards Check In & Outs Report</p>	<p>Counselor / Social Worker</p> <p>Supervisory Conference Logs</p> <p>HCM Attendance Patterns</p>	<p>SOT Meeting Notes</p> <p>Family Engagement Nite Surveys</p> <p>Facebook</p> <p>Twitter</p> <p>Website Emails</p>
Problem Statement	<p><i>Social Media challenges are wreaking havoc on our campus climate in areas where students are unsupervised (restrooms) due to COVID guidelines.</i></p> <p><i>Staff and student attendance patterns have an impact on their connectivity to our campus.</i></p> <p><i>Panorama Survey data indicates that Emotional Regulation Skills among students data was at 37%.</i></p> <p><i>Student Aggressive Behavior of those new to our campus has caused an increase in bullying reports and behavior referrals.</i></p> <p><i>New students to our campus have not yet learned how to be socially connected at our school.</i></p> <p><i>Families are working hard to support our students.</i></p> <p><i>Our 6:50 am early start makes it difficult for staff to stay for after school events that start at 5pm or 6pm, but having events that begin immediately after school lessens the likelihood that families are able to attend.</i></p>		
Critical Root Causes	<p><i>Trauma caused by the extended time at home</i></p> <p><i>Latent social skills training in students</i></p> <p><i>Continued fear related to social distancing</i></p> <p><i>Being new to our campus (staff, students, and families)</i></p>		

Part B

Connectedness



<p>School Goal: Increase the percent of students who feel supported through their relationships with friends, family and adults from school from 84% fall to 86% winter to 88% spring by year 2021-2022 as measured by the Panorama Education Survey.</p>	<p>STIP Connection:</p> <ul style="list-style-type: none">● Goal 3: All students experience continued academic growth.● Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.● Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
<p>Improvement Strategy: Teachers use trauma informed teaching practices and other resources to build positive and supportive relationships with students in the classroom.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor EBI Level 1, PBIS EBI Level 1</i></p>	
<p>Intended Outcomes: Students continue increasing positive and supportive peer and adult relationships on and off campus. Panorama survey indicates an increase in students Sense of Belonging from 64%.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Empower teachers to build relational rapport with the students in their classes.</i>● <i>Form support groups and garner parent permission to participate.</i>● Teachers will model positive relationships with students and have them practice those skills so that they can effectively build positive relationships with peers and adults● <i>Through the Sanford Harmony program, teachers will utilize classbuilding, Meet up, and Buddy up with fidelity weekly in classrooms.</i>● Teachers will utilize trauma informed teaching practices and other resources given such as the calm corner with fidelity in their classrooms● Provide in class Social Emotional lessons by Counselor and Social Worker● Install Calm Corners in every classroom● <i>Conduct frequent checks in high frequency areas</i>● <i>Provide small group counseling/therapy sessions for identified students weekly beginning in October 2021.</i>● <i>Publicize/promote Dear Principal Flipgrid where students can send messages directly to principal</i>● <i>Review Panorama Survey data immediately after administration in Fall, Winter, and Spring.</i>● <i>Provide engaging family events at a time when families are able to join us (late evening).</i>	

**Resources Needed:**

- *Parent Permission for Support Groups*
- *Julia Cook - Social Emotional book sets for Counselor and Social Worker push in lessons*
- *Heavy bag for aggressiveness deflection or obstacle maze for self regulation*
- *Staff members to host family nights*
- *Family Engagement snacks and materials*
- *Concern Forms / Flipgrid site*
- *Sanford Harmony Lesson*
- *Weekly Mindfulness and Sanford Harmony Video Clips for Morning Announcements*
- *School Counselor / School Social Worker*
- *Girls on the Run Sponsorship*
- *Gentlemen by Choice Sponsorship*
- *Panorama data*
- *Calm Corners and manipulatives in every classroom*

Challenges to Tackle:

- Staff being called to support in other areas due to staff absenteeism and vacancies.
- Fall 2021 Panorama Emotional Regulation Skills among students data was at 37%.
- Fall 2021 Panorama Raise Your Hand (students needing extra support) data was at 47% (104) yes.
- Lack of access to student support due to non-consensual parents.
- As of September 2021, there have been 10 Suicide Risk Assessments completed.
- *Lack of consistency with implementing resources by staff*
- *Resources not being used with fidelity*
- Unforeseen Secondary Traumas
- Timing of afternoon/night time events
- Staff/Student absenteeism
- Space for equipment/Calm Corners

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

English Learners: Increased engagement during class time.

Foster/Homeless: Engage students to participate in afterschool programs. Foster / Homeless advocate.

Free and Reduced Lunch: Increase opportunities for all students to feel connected at school / PBIS Rewards / 21st Century Community Learning Centers programming

Migrant: N/A

Racial/Ethnic Minorities: Ensure hiring practices continue to reflect our student populations. Gentlemen by Choice Program



Students with IEPs: Additional support and modeling, extra parent contact, and an all hands on deck approach to supporting our 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)
Strategic Budget	\$4,830,128.88	Staffing, SEL and Instructional Materials	Inquiry Areas 1 - 3
Title 1	\$195,880	1 CSR Teacher, 1 Strategist, 1 2 Certified Temporary Tutors, Professional Association Dues, and Supplies	Inquiry Areas 1 - 3
ELL	\$99,470	TESL Endorsed Teacher and Math Strategist (¼)	Inquiry Areas 1 - 3
At-Risk	\$99,470	2 Teachers for CSR in Intermediate Grades	Inquiry Areas 1 - 3