



Clark County School District

Sue Morrow ES

School Performance Plan: A Roadmap to Success

Sue Morrow 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: Jaime Witte

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 10/2/2024



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/sue_h._morrow_elementary_school/2024/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
Jaime Witte	Principal(s) <i>(required)</i>
Laura Ringenbach/Selina Angelo	Other School Leader(s)/Administrator(s) <i>(required)</i>
Vanessa Naumu, Beth Christian, Nattalie Centeno	Teacher(s) <i>(required)</i>
Alexis Olige	RB3 Strategist
Dana Sappington	Counselor
Melissa Galbraith/Annette Gartside	Paraprofessional(s) <i>(required)</i>
<i>Angel Giarraffa</i>	Parent(s) <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
August Meet and Greet SOT Information	8/9/2024 8/16/2024	Feedback was positive from Meet and Greet
September		
October		
November		
December		



January		
February		
March		
April		
May		



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
	<p>Reviewed previous SBAC Data</p> <p>Reviewed Fall MAP data</p> <p>Absenteeism</p>	<p>Review district survey- climate data</p> <p>Review Lifeline and Panorama</p>	<p>MTSS Training</p> <p>Envision/Math Professional development</p> <p>New ELA Materials (HMH/Core)</p> <p>Science Curriculum</p> <p>Instructional Rounds/PLC</p> <p>Math and ELA curriculum review</p>
Data Reviewed	<p>Areas of Strength: When we receive results for the 23-24 school year, we will review our SBAC data and identify a new strength. We noticed the following:</p> <p>MAP Projected Proficiency - 46% in math and 58% in reading</p> <p>MAP Proficiency Results:</p> <p>Fall ELA: 63% Fall Math: 49%</p> <p>Winter ELA: 62% Winter Math: 60%</p> <p>Spring ELA: 59% Spring Math: 62%</p>		
	<p>We increased our proficiency on the SBAC assessment for the 23-24 school year.</p> <p>XX% increase in math was made on the SBAC assessment.</p> <p>XX% increase in ELA was made on the SBAC assessment.</p>		
	<p>Areas for Growth: Increase proficiency in ELA, Math, and Science. Decrease our chronic absenteeism.</p>		
Problem Statement	<p>We will review our SBAC data when we receive results for the 23-24 school year and identify a new problem statement.</p> <p>XX% of students were proficient on the 2023/2024 math SBAC assessment.</p> <p>52.4 % of our students are proficient in math on the 2022/2023 SBAC assessment.</p>		



	<p>XX% of students were proficient on the 2023/2024 ELA SBAC assessment. 61.2% percent of our students are proficient in ELA on the 2022-2023 SBAC assessment.</p> <p>MAP Projected Proficiency - 46% in math and 58% in reading</p>
<p>Critical Root Causes</p>	<p>Inconsistent implementation of the NVACS, scaffolding, and differentiation planning time is also needed—further training on classroom management/centers, stations, and rotations. Teachers need time and support to further delve into the several new curriculums, ELA (HMH/Core), Math (specifics to target within Envision), and Standards of Mathematical Practice. Teachers need time to review assessment data (SBAC/MAPS) to discuss what went well with resources and what we need to spend more time learning.</p>

Part B

<p style="text-align: center;">Student Success</p>	
<p>School Goal: As measured by state summative assessments, students' proficiency in math will increase from 52.4% to 67.4% by 2024.</p> <p>As measured by state summative assessments, students' proficiency in reading will increase from 61.2% to 76.2% by 2024.</p> <p>MAP Projected Proficiency - 46% in math and 58% in reading</p>	<p>Aligned to Nevada's STIP Goal: Goal 3-All students experience continued academic growth</p>
<p>Improvement Strategy: Teachers will receive professional learning on PLCs, lesson planning with unwrapping standards, and gradebook review for common assessments. Identify areas needing differentiation utilizing multiple data measures (SBAC, MAP, and others).</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC EBI - 2</p>	
<p>Intended Outcomes: By the end of the school year, 90% of PLC meetings will follow the schoolwide PLC structures. Through teacher collaboration with their PLC, teachers will discuss the rigor of the NVACs and share effective strategies. Additionally, reviewing multiple data sources will highlight focus areas for training or resources for high-quality Tier 1.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> Collaborate in weekly PLC's 	



- *Utilize District Tier 1 Instructional Resources*
- *Instructional staff will attend PD from the district and site-based PD*
- *Have teachers identify students that need differentiation and scaffolding*
- *Utilize staff survey for professional development*
- *Utilize Look For Tools for observations/teacher conferencing with feedback*
- *Focal Point*
- *Instructional rounds*
- *Infuse data-based instructional decisions*
- *MTSS learning and accountability*
- *Cross collaborate between grade levels*

Resources Needed:

- Time to plan
- Support for areas of growth from Tier 1 Focal Point/Look for Tools
- Continued Tier I training on materials and resources
- Guest teachers for instructional walks
- Identifying math needs in PLC and vertical alignment
- Multiple sources of data (SBAC, MAPS, Utilize District Resources, formative and summative assessments)

Challenges to Tackle:

- *Time /Solution:* Possibly budget for training and collaboration with extra duty pay/ adjust school times for PLC
- *PLC differentiated needs to modify/plan: coaching/mentoring*
- *Resources: Planning for staff to have time with strategists to further delve into process and new materials.*

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



English Learners: Collaborate with RB3 to ensure classroom support (EL strategies) by implementing appropriate scaffolds for growth toward ELA proficiency as measured by various assessments. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to scaffolds and differentiation.

Foster/Homeless: The Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need resources, transportation, clothing, supplies, food, etc).

Free and Reduced Lunch: Counselors will collaborate with teachers, students, and families to provide wrap-around services.

Migrant: N/A

Racial/Ethnic Minorities: RBG3 and the administration will collaborate to review data for racial/ethnic student groups and share data/findings. As students enter, teachers and staff will work toward finding their needs and planning purposeful goals, including, but not limited to, scaffolds and differentiation.

Students with IEPs: Collaborate with SEIF, Counselor, Special Education, and General Education teachers to understand grade-level NVACS and inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. As students enter, teachers and staff will work toward finding their needs and planning purposeful goals, including, but not limited to, scaffolds and differentiation.

At-risk and EL Weighted Funds have been allocated to hire staff to support the needs of the campus.

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>Review historical SBAC and MAP data</i> <i>Reviewed SBAC Data</i> <i>Reviewed Fall MAP data</i> <i>Absenteeism</i>	School District Surveys	Promoting collaborative discourse in PLC Ensuring protected time for PLC for staff, RB3, and admin. Regulation 5121 and Regulation 6150 integration



	<p><i>Areas of Strength: Dedicated time for PLCs. Strategists, admin, and the leadership team collaborate and provide feedback and training on modifying the form and process.</i></p>
	<p><i>Areas for Growth: Build an understanding of the standards and expectations of high-quality tier 1 instruction that includes scaffolding and differentiation. Ensuring the process is continued and Instructional strategies, vocabulary, and assessment are discussed and shared. Teachers need time to review results and backward Mapping using Tier 1 materials.</i></p>
Problem Statement	<p><i>Teachers need time to unwrap standards, collaborate with their grade levels, analyze multiple data measures, and plan for high-quality Tier 1 instruction.</i></p>
Critical Root Causes	<p><i>The understanding of vertical alignment and grade level expectations (NVACS) is inconsistent. The understanding of how to implement Tier 1 materials needs further support.</i></p>



Part B

Adult Learning Culture	
School Goal: <i>Teachers completed the PLC forms at 60 % (2023-2024). The goal for 2024-2025 is that 90% of teachers will use the revised PLC form to track student progress using rigorous standards-based assessments measured by leadership team reviews and instructional rounds.</i>	STIP Connection: 2-All students have access to effective educators.
Improvement Strategy: <i>Clear expectations for PLC and collaborative PLC meetings with RB3 and the administrative team.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC EBI - 2</i>	
Intended Outcomes: <i>Increased understanding of the rigor of the Nevada Academic Standards, plan for high-quality Tier 1, and effective teaching strategies shared throughout grade levels/school.</i>	
Action Steps: <ul style="list-style-type: none">● Calendar PLCs with grade level, RB3, admin and update form● Create a shared folder with Agenda● Staff development PLC process/common form● Share / analyze pacing guides from the district● Attend training with implementation for research-based tools● Updated form / PLC tracking tool based on district MTSS expectations● Include prioritization of standards● Collaborate on PLC expectations/priorities● Teachers will include vocabulary, targets, concepts, strategies, scaffolds, differentiation, prior knowledge, etc. to improve Tier 1 instruction for students● Quality vs. quantity● Analyze and respond to student assessment data● Dialogue of including tasks (scaffolding/differentiation)	
Resources Needed: <ul style="list-style-type: none">● <i>Time</i>● <i>Updated PLC form</i>● <i>Research-based materials</i><ul style="list-style-type: none">○ <i>Planning for use with other grades with opt-in to 95</i>	



- *Assessment and standards/grade book*
- *More Professional Learning on new resources*
- *More time to plan Tier I and II groups.*
- *Review District Teacher Hub for NVACS and Tier I materials and lesson plans*
- *Data*
- *Review Pacing and panning*
- *Collaborative partners*

Challenges to Tackle:

- Time/ Solution: Possibly budget for training and collaboration with extra duty pay/ adjust school times for PLC
- Understanding of the rigor of the standard: Solution: budget for training and collaboration with extra duty pay, provide coaching support with strategists, and utilize strategies on professional development days
- Long-range planning based on data of students (standards-based understanding, program use, curriculum review): Solution: provide strategist support to assist with planning
- Increased understanding of the process (engaged vs. compliant): Solution: Continue instructional rounds, strategist support

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

English Learners: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations. Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS and inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. Discuss data collected over this sub-group to see if students are making academic gains. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to scaffolds and differentiation.

Foster/Homeless: The Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources to ensure they have what they need (resources, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations.

Migrant: N/A

Racial/Ethnic Minorities: Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. Discussed data collected over this sub-group to see if students are making academic gains. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to scaffolds and differentiation.



Students with IEPs: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations, collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLC's and collaboration with inclusion teachers. Discussed data collected over this sub-group to see if students are making academic gains. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to scaffolds and differentiation.

At-Risk and EL Weighted Funds have been allocated to hire staff to support campus needs.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>FocusEd data</i>	<i>Surveys Leadership team</i>	<i>School District Survey School Surveys Collaboration with SOT and PTA</i>
	<i>Areas of Strength: Chronic Absenteeism 31.5% was lower than the district rate We reduced it from 31.% to 30.3%</i>		
	<i>Areas for Growth: Reduce the number of students chronically absent from 30.3 to 23%.</i>		
Problem Statement	<i>30.3% of students were chronically absent, missing more than 18 days or ten percent of enrolled days</i>		
Critical Root Causes	<i>Students' families require additional wraparound support to ensure consistent attendance. Families are not always providing documentation that would assist. Documentation and coding were entered but did not reduce percentages.</i>		

Part B

Connectedness	
School Goal: Reduce the number of chronically absent students from 30.3% in 23/24 to 23% by the end of the 24/25 school year.	STIP Connection: 3



Improvement Strategy: *We hired a counselor to support SEL learning at school. School-wide dialogue discusses survey and improvement strategies with the leadership team and teaching staff.*

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

Intended Outcomes: *Increase in student attendance*

Action Steps:

- *Increase proactive, positive incentives (school, grade level, individual)*
 - *We implemented grade-level attendance challenges.*
 - *Shared data schools-wide*
 - *Reinforced student who came to school (tracked)*
- *Schedule a plan to meet with families for attendance conferences*
- *Support from the MLT team (counselor, RB3, teachers, clerk, admin)*
- *The clerk sends letters home and calls*
- *Attendance contract, Educational Neglect*
- *Tracking system*
 - *Updated*
- *Coordination with the health office and custodial*

Resources Needed:

- *Time*
- *Staffing*
- *Staff proactive measures*
- *Training: counselor, possible social worker, staff, truancy*
 - *Social Worker support near the school with wraparound services*
- *Funding for incentives*
- *Parent participation/engagement*

Challenges to Tackle:

- *Time Solutions: Planning for check-ins with staff/students*
- *Accountability: Coordination for those involved and accountability in attendance tracking and plan.*
- *Implementation and scheduling needs: Build capacity in MLT.*
- *Review coding and strategically plan supports.*

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



English Learners: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations. Our classroom teachers and RB3 will check in with students to see if they feel comfortable sharing.

Foster/Homeless: The Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources to ensure they have what they need (resources, transportation, clothing, supplies, food etc).

Racial/Ethnic Minorities: Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS and inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. Discussed data collected over this sub-group to see if students are making academic gains.

Students with IEPs: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLC's and collaboration with inclusion teachers. Discussed data collected over this sub-group to see if students are making academic gains.

At-risk and EL weighted funds have been allocated to hire staff to provide SEL and wraparound support and an additional teacher to allow for lower class sizes that are more conducive to differentiation.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

School Year

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	3,856,455.10	Staffing, supplies	All
EL	79,588.42	Teacher(s)	All
At-risk funds	184,827.70	Teacher(s)	All



GenF RB3	115,120.05	Read by Grade 3 Strategist	All
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