



Clark County School District

Mervin R. Iverson

School Performance Plan: A Roadmap to Success

Mervin R. Iverson 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.

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on July 28, 2023.



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/mervin_iverson_elementary_school/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
Dr. Kent Sabo	Principal(s) <i>(required)</i>
Victoria Watkis	Other School Leader(s)/Administrator(s) <i>(required)</i>
<i>Amy Sequira, Deborah Parks, Carrie Bowden, Sheila Wright, and Amanda Benavidez</i>	Teacher(s) <i>(required)</i>
Cindy Froman	Paraprofessional(s) <i>(required)</i>
<i>Janelle McMahan</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 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
SOT Meeting	08/31/2022	<ul style="list-style-type: none">• New ideas for attendance assistance
SOT Meeting	02/02/2023	<ul style="list-style-type: none">• Review plan to increase growth of ELL students
SOT Email Communication	06/05/2023	<ul style="list-style-type: none">• New ideas to support specific subgroups



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	Fall 2021-Spring 2022 MAP Growth Report Fall 2022-Winter 2023 MAP Growth		
	<p><i>Areas of Strength: Mathematics- Grades K-5 Students scoring between the 20th percentile and 70th percentile on the initial achievement band had a median student growth percentile of at least 55 percentile.</i></p> <p><i>Reading- Grades K-5 students scoring between the 10th percentile and 40th percentile and between the 60th percentile and 70th percentile on the initial achievement band had a median student growth percentile of at least 50 percentile.</i></p>		
	<p><i>Areas for Growth: Mathematics and Reading- Grades K-5 students scoring between the 0 percentile and 10th percentile and between the 80th percentile and 90th percentile on the initial achievement band have a median student growth percentile of at least the 60 percentile.</i></p> <p>(AB 219) Increase the percentage of English Language (EL) students who met their projected growth on the MAP Growth reading and mathematics Assessment.</p>		
Problem Statement	<ul style="list-style-type: none"> • Lowest performing and highest performing students are making the least amount of growth. • (AB 219) At the end of the 2021-2022 school year, 51% of EL students met their projected growth on the MAP Growth Assessment in reading and mathematics. 		
Critical Root Causes	<ul style="list-style-type: none"> • Majority of students are not participating in opportunities for extended productive discourse related to the standard. • Classroom instruction varies for students across all classrooms. 		



	<ul style="list-style-type: none"> • Not all subgroups have the appropriate instructional support for tier I and II instruction. • Iverson does not have a reading curriculum. • (AB219 A) EL students are not consistently provided opportunities to engage in extended productive discourse related to the Nevada Academic Content Standards. • (AB219 A) Not all EL students are provided small-group instruction to build and utilize content vocabulary in reading and math.
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Part B

Student Success	
<p>School Goal: On the MAP Growth reading and math assessment, Grades K-5 students scoring in all initial achievement bands have a median student growth percentile of at least the 60 percentile.</p> <p><i>(AB 219 C) Increase the percentage of English Language (EL) students who met the projected growth on the MAP Growth Reading and Mathematics Assessment by 5%.</i></p> <ul style="list-style-type: none"> • <i>Mathematics:</i> <ul style="list-style-type: none"> ○ (AB 219 C) Winter 2021-2022, 55% of EL students met the projected growth while 51% met the growth in spring 2021-2022. ○ (AB 219 C) Winter 2022-2023, 61% of EL students met the projected growth, and the goal for spring is 66%. • <i>Reading:</i> <ul style="list-style-type: none"> ○ (AB 219 C) Winter 2021-2022, 50% of EL students met the projected growth while 51% met the growth in spring 2021-2022. ○ (AB 219 C) Winter 2022-2023, 63% of EL students met the projected growth, and the goal for spring is 68%. 	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisionMathematics Common Core 2020 (3); HMH Into Reading (2); 95 Phonics Core Program (2)</p>	

**Intended Outcomes:**

- Implement all components of the Tier I programs within the suggested time frames on the Instructional Frameworks
- Increase student mastery across all subgroups
- Increase percent of students meeting their projected growth
- All students have opportunities for written and oral discussions

Action Steps:

- All licensed staff attend and implement professional learning at the District and school level
- Administration completes classroom observations
- Provide feedback and next steps for licensed staff including additional professional learning on Staff Development days
- Provide model lessons for teachers

Resources Needed:

- Literacy specialist
- Instructional Frameworks
- Teaching and Learning Cycle documents
- Pacing Guides
- Tier I program teacher's edition and online access

Challenges to Tackle:

- All components are taught daily within the timeframe allotted; administration and literacy specialist provide professional learning and model lessons.
- Literacy programs are new; administration and literacy specialist provide professional learning and model lessons; promote CCSD after school trainings.
- Lack of time to provide all the needed training; provide extra duty pay to staff.

Improvement Strategies: Provide school-wide intervention and enrichment for reading and mathematics.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVisionMathematics Common Core 2020 (3)*; *Lexia (1)*; *95 Phonics Intervention Program (2)*

Intended Outcomes:

- Decrease the percent of students below grade level.
- Increase the growth percentage by having students receive targeted intervention to increase growth and master grade-level skills.
- Increase the percent of students needing enrichment support.
- (AB 219) Increase the number of EL students who met the projected growth on MAP Growth Assessment.

**Action Steps to Address Root Causes:**

- Promote after school math professional learning offered by K-12 Mathematics Department and RPDP.
- Provide professional learning and classroom support.
- Provide pacing guidelines during instruction to ensure adequate pacing.
- Teacher observations and feedback.
- (AB 219 B/D) ELL students will be provided time to access Lexia English by the classroom teacher. The assistant principal and literacy specialist will monitor the usage of Lexia English.
- (AB 219 B/D) Develop intervention protocols for differentiated instruction to support ELL students in vocabulary and discourse by the assistant principal and literacy specialist.
- (AB 219 B/D) The principal will set up a meeting with Lexia representatives to develop a plan to implement Lexia English effectively.

Resources Needed:

- Teacher's Guide and online resources for 95 Phonics Intervention and enVision's intervention
- A Guide to Rigor in Mathematics
- CCSS Where to Focus Mathematics from Student Achievement Partners
- Weekly Wire for professional learning offered in ELMS
- Manipulatives for reading and mathematics

Challenges to Tackle:

- What enrichment supports are offered to students above grade level?; use 95 Phonics Intervention Program from grade levels above and Grade 6 enVision
- (AB 219) Lexia English is not as engaging as Imagine Learning for additional support; provide professional learning from Lexia to build teacher credibility with students

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

English Learners: (AB 219 B/D) Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, writing, comprehension, and language development. Students use Lexia English for additional support.

Foster/Homeless: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff. The school counselor and Teacher/Family assistant will implement wrap-around services to increase attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.



Migrant: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff. The counselor will implement wrap around services as needed.

Racial/Ethnic Minorities: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Students with IEPs: Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff with appropriate accommodations and modifications to support student’s needs.

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>Fall 2021-Spring 2022 MAP Growth Report</i> <i>Fall 2022-Winter 2023 MAP Growth</i>	Professional Learning Communities (PLC) Observation Tool <i>Walk Through Data</i>	
	<i>Areas of Strength: Grade levels met on average 9.5 times during the 2022-2023 school year to Analyze and Respond to Instruction.</i> <i>Reading- Walkthrough data: All K-5 classrooms teach intervention.</i>		
	<i>Areas for Growth: Administration uses PLC Observation Tool to ensure all components of the teaching and learning cycle occur.</i>		
Problem Statement	<ul style="list-style-type: none"> • Lowest performing and highest performing students are making the least amount of growth. • (AB 219) Not all teachers have completed the required CCSD Understanding Language Development (ULD) professional learning. • Some grade levels did not meet as often as other grade levels to <i>Analyze and Respond to Instruction</i>. 		
Critical Root Causes	<ul style="list-style-type: none"> • PLC meetings are structured as grade level meetings. • <i>PLCs need</i> systems and structures in place across all grades. 		



	<ul style="list-style-type: none"> ● Norms are not set and expectations are not consistent for curriculum and instruction across the school. ● Instructional tasks assigned to students are below the rigor expected by the standard. ● Need expectations and procedures for small-group instruction. ● Lack of follow through after professional learning.
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Part B

Adult Learning Culture	
<p>School Goal: Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students’ learning from 10 at the end of semester 1 to 20 at the end of semester 2, as measured by PLC observations (AB 219 C) The percent of PLC observations where high leverage instructional strategies are discussed will be 75% at the end of semester 1 and 100% at the end of semester 2, 2024 as measured by the PLC Observation Tool.</p>	<p>STIP Connection: Goal 2: Engage in effective communication with teachers and parents. Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: Administration intentionally supports PLC meetings.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Professional Learning Communities (PLC) (2)</i></p>	
<p>Intended Outcomes: Teachers will plan and teach purposefully planned learning tasks and activities to increase the overall proficiency for all students on grade level common assessments. (AB 219) Written and oral opportunities are provided for students to represent their understanding of standards through high-leverage instructional strategies.</p>	
<p>Action Steps to Address Root Causes:</p> <ul style="list-style-type: none"> ● Set up and complete classroom observations in all Kindergarten through Grade 5 classrooms. ● Attend grade level PLC’s in all Kindergarten through Grade 5 classrooms. ● Determine “Look Fors” and appropriate pacing in each grade level. ● Identify areas of strengths and areas of growth based on observation data from walk throughs and PLC’s. ● Provide targeted feedback to specific grade levels and professional learning. ● Complete follow-up observations and compare results. ● (AB 219 E) Provide strategies in staff meetings for vocabulary instruction and scaffolds for language and writing to support EL learners. ● (AB 219 E) Provide professional learning throughout the year to include: based on needs improvement areas, effective ELL strategies, 	



intervention protocols, digital learning resources, and components of mathematical and literacy frameworks with pacing guidelines.

Resources Needed:

- Tier I curriculum materials
- Pacing Guides
- “Look Fors” document with pacing guidelines for math and reading
- Elementary Mathematics Framework
- Savvas, HMH, and CCSD professional learning: live sessions or playbacks
- Elementary Literacy Framework
- (AB 219) Student language domain proficiency levels
- (AB 219) WIDA Can Do Name Chart
- Common Assessments
- PLC Observation Tool

Challenges to Tackle:

- How to increase afterschool professional learning attendance for teachers since it is not required after school; administration will offer Extra Duty pay.
- Resource teachers have a tight schedule; provide coverage so resource teachers can attend PLC meetings.

Improvement Strategy: Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure.

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

Intended Outcomes: PLC meetings will provide opportunities for grade levels to have data-driven conversations to create purposefully planned lessons and common formative assessment to increase achievement across all content areas. (AB 219 E) All teachers will complete the CCSD required ULD professional learning to build their capacity on addressing the language development needs of ELLs.

Action Steps to Address Root Causes:

- Provide professional learning on how to have effective PLCs afterschool, on Staff Development Days, and/or during common planning time.
- Provide professional learning from PLC 2023 training.
- Setting Norms and expectations.
- Create a Focus on Learning Facilitate data-driven conversations using formative assessments for reading and math.
- Unwrap standards in reading and math.
- Long-range planning and daily planning for reading and math.
- Develop next steps for students who do not pick up skills in reading and math.



- (AB219 D/E) 30-minute sessions during staff meetings to provide strategies for vocabulary instruction and scaffolds for language and writing to support EL learners. This will be completed by the literacy specialist and assistant principal.
- (AB 219 D/E) The principal will monitor the completion of ULD professional learning.

Resources Needed:

- *Building a Professional Learning Community at Work*
- *Learning by Doing*
- *Common grade-level assessments*
- *District MTSS resources*

Challenges to Tackle:

- *How to increase afterschool professional learning attendance for teachers since it is not required after school; administration will offer Extra Duty pay.*

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

English Learners: (AB 219 B/D) Professional learning during staff meetings to provide teachers with EL strategies. During the plan stage of PLC, review strategies in Teacher’s Guide and determine if additional supports are necessary. Language Objectives in all courses, PLC forms are used to monitor effectiveness of meetings, administration completes observations, data, and feedback cycles.

Foster/Homeless: During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The counselor will provide ongoing support and monitor students.

Free and Reduced Lunch: During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students.

Migrant: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.

Racial/Ethnic Minorities: During PLC, teachers plan opportunities to edit questions and/or activities to meet the diverse classroom demographics. Plan strategic groupings to ensure each group is diverse.

Students with IEPs: During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who need remediation and acceleration. Teachers access IEPs to ensure strategies are used to scaffold instruction. The resource teacher participates in the PLC meetings to analyze data, determine needs, and plan effective instruction and support.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Chronic absenteeism report in focusED</i>		<i>District Survey</i>
	<i>Areas of Strength: Grade 5, Asian, and Pacific Islander students have the lowest percent that are chronically absent.</i>		
	<i>Areas for Growth: Kindergarten, Grade 1, Black, Hispanic, and EL have the highest percent of chronically absent students.</i>		
Problem Statement	<ul style="list-style-type: none"> • During the 2021-2022 school year, Iverson Elementary School had a chronic absenteeism rate of 31%. • As of September 13, 2022, 36.7% of Black students and 29. 2% of Hispanic students are chronically absent. • As of January 31, 2023, 33.6% of EL students are chronically absent. 		
Critical Root Causes	<ul style="list-style-type: none"> • Classroom expectations vary across classrooms. • Set guidelines of parent communication is not consistent throughout the school. 		

Part B

Connectedness	
<p>School Goal: The school goal is to decrease chronic absenteeism by 3.2 percentage points from 32.3% in 2022 to 29.1% in 2024 as measured by the NSPF.</p>	<p>STIP Connection: <i>Goal 2:</i> Engage in effective communication with teachers and parents.</p>
<p>Improvement Strategy: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP))</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Absenteeism and Truancy: Interventions and Universal Procedures (3)</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Decrease Iverson’s chronic absenteeism to 29.1%. • (AB 219) Decrease EL students chronic absenteeism. 	

**Action Steps to Address Root Causes:**

- Develop process “Student Attendance Support” to include:
 - Teachers: Update parent contact in Infinite Campus.
 - Office staff: Letters and phone calls to students missing consecutive days.
 - Counselor: Set up interventions.
 - Administration: Conferences, text message “nudge reports,” and home visits.
 - (AB 219 D/E) The principal will hire a bilingual Teacher/Family assistant for home visits.
- Create and maintain a tracking system of effective and ineffective strategies. Adjust the plan as needed.
- Involve the PTA for feedback and plan to help address the parents regarding attendance.
- Refer students to the Truancy Prevention Outreach Program.
- (AB 219 D/E) The assistant principal and clerk will refer EL students to the Truancy Prevention Outreach Program and indicate on referral bilingual assistance is necessary.
- (AB 219 D/E) Increase Family Engagement events.
- (AB 219 D/E) Utilize PBIS interventions.

Challenges to Tackle:

- Create a quicker way to create a database for graphs to auto populate; invest in AirTable or similar programs.
- (AB 219) EL students chronic absenteeism is 33.6% while Non EL students is 29.8%; create a priority list for Teacher/Family assistant for home visits.

Improvement Strategy: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

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

Intended Outcomes:

- Districtwide Survey increase by 10% in the staff feeling there are clear rules for behavior.
- Increase the amount of instructional time students are in the classroom.

Action Steps to Address Root Causes:

- School safety team will finalize PBIS elements.
- Update behavior management plan.
- During staff meeting(s), share “Eagle Essentials” and behavior management plan.
- During lunches, administration will share the “Eagle Essentials” presentation with students.
- Counselor provides classroom support with Kelso’s Choices and intervention supports.
- All staff reinforce the school-wide behavior management plan.
- Norms in specials with points.



- Model behavior norms.

Resources Needed:

- Research other elementary schools' behavior plans.
- CCSD School Counseling [website](#)
- PBIS

Challenges to Tackle:

- Ensure successful social-emotional support is included in the plan; assistant principal reviews the plan before sharing with staff
- Plan includes all types of behavior support; research and add resolutions

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

English Learners: (AB 219 B/D) Administration sets up after school care with SafeKey or Hollywood Recreation Center. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.

Foster/Homeless: Administration sets up after school care with SafeKey or Hollywood Recreation Center. The counselor will provide ongoing support with social emotional learning. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.

Free and Reduced Lunch: Administration sets up after school care with SafeKey or Hollywood Recreation Center. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.

Migrant: The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.

Racial/Ethnic Minorities: The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.

Students with IEPs: The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The counselor and/or Teacher/Family assistant will offer a Lunch Bunch group. Restorative practices and MTSS interventions.





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 budget	\$3,925,640.00	Licensed staff Support staff General supplies	Student Success, Adult Learning Culture, Connectedness
EL and At-risk weighted funding	EL: \$272,566.00 At-risk: \$147,286.00	Class-size reduction teachers Licensed Extra-duty pay	Student Success, Adult Learning Culture, Connectedness
Title I	\$247,510.00	Class-size Reduction Teachers Web-based Programs (Renaissance, Easy CBM, and Lexia Core 5)	Student Success
ESSER	\$89,178.00	Class-size reduction teacher	Student Success
Title III	\$8,646	Lexia English	Student Success