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.

Principal: Dr. Kent Sabo
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Phone: (702) 799-7260
School Designations: ☑ Title I   ☐ MRI   ☐ CSI   ☐ TSI   ☐ ATSI

Our SPP was last updated on October 11, 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/mervin_iverson_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
Dr. Kent Sabo	**Principal(s)** *(required)*
Victoria Watkis and Jennifer Gomez	**Other School Leader(s)/Administrator(s)** *(required)*
Amy Sequira, Larisha Patterson, Kaylene Henderson, Ashley Langton, and Amanda Benavidez	**Teacher(s)** *(required)*
Cindy Froman	**Paraprofessional(s)** *(required)*
Carrie Bowden	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
*Add rows as needed	

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
CI Team Meeting	06/13/24	● Review spring data to update school goals and improvement strategies.
CI Team Meeting	08/22/24	● New ideas to support specific subgroups
Family Event	08/22/24	● Review SPP goals and strategies
CI Team Meeting	10/10/24	● Review fall collected data to develop strategies from Oct. to Dec.

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 Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Student Success			
Data Reviewed	*Fall 2022-Spring 2023 MAP Growth Report* *Fall 2023-Winter 2024 MAP Growth*		
	Areas of Strength: Mathematics- Grades K-5 Students scoring between the 0 percentile and 99th percentile on the initial achievement band had a median student growth percentile of at least 67 percentile. *Reading- Grades K-5 students scoring between the 10th percentile and 50th percentile and between the 60th percentile and 70th percentile on the initial achievement band had a median student growth percentile of at least 60 percentile. All groups, except the 0 percentile on the initial achievement band had a median student growth percentile of at least 50 percentile.*		
	Areas for Growth: Reading- Grades K-5 students scoring between the 0 percentile and the bands between 70th percentile and between the 99th percentile on the initial achievement band have a median student growth percentile of at least the 60 percentile.		
Problem Statement	● Hispanic students *scoring between the 60th percentile and 99th percentile on the initial achievement band had a median student growth percentile between the 33rd percentile and 44th percentile.* ● 50% of the current RTI students did not meet their reading MAP growth goal.		
Critical Root Causes	● Majority of students are not participating in opportunities for extended productive discourse related to the standard. ● New reading and phonics curriculum: pacing does not align with the recommended time frames, teachers were not able to get through all the reading modules		

	● Not all subgroups have the appropriate instructional support for Tier III instruction.

Part B

Student Success

School Goal: Increase the percentage of students meeting or exceeding the established growth target in math from 59% 2024 (spring) to 64% (spring) by 2025, and reading from 51% 2024 (spring) to 56% (spring) by 2025, as measured by the MAP® Growth™ Assessments.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.

Improvement Strategy: Implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle.

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)

Intended Outcomes:
- Implement all components of 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
- HMH training refresher for staff
- Peer observations
- Print Grades 3-5 vocabulary for classroom teachers

Resources Needed:
- Literacy and math specialist
- Instructional Frameworks
- Teaching and Learning Cycle documents
- Pacing Guides

- Tier I program teacher's edition and online access
- Teacher Clarity Guides
- Learning Progression of Standards
- Exact Path Reading and Math

Challenges to Tackle:
- All components are taught daily within the timeframe allotted; administration and literacy and math specialists provide professional learning and model lessons.
- Second year of Literacy programs; administration and literacy and math specialists provide professional learning and model lessons; promote CCSD after school training.
- Lack of time to provide all the needed training; provide extra duty pay to staff.
- Correct placement of phonics or comprehension/vocabulary group

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.

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.
- Develop intervention protocols for differentiated instruction to support ELL students in vocabulary and discourse by the assistant principals, math strategist, and literacy specialist.
- Literacy specialist provides RACE strategy support for comprehension and vocabulary.
- PD on programs (Phonics Lesson Library and Exact Path).
- FastBridge Benchmark assessment three times a year.
- Newcomer support.
- Conversations about specific WIN support during PLC and/or DataTalks.

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.
- Placement guidelines for phonics or comprehension/vocabulary groups.

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.
- Time for Exact Path Reading.

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

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	*Fall 2022-Spring 2023 MAP Growth Report* *Fall 2023-Winter 2024 MAP Growth*	Professional Learning Communities (PLC) Observation Tool *Walk Through Data*	
	Areas of Strength: Grade levels met on average 9.5 times during the 2022-2023 school year to Analyze and Respond to Instruction. *Reading- Walkthrough data: All K-5 classrooms teach intervention.*		
	Areas for Growth: Administration uses PLC Observation Tool to ensure all components of the teaching and learning cycle occur.		
Problem Statement	● Lowest performing and highest performing students are making the least amount of growth. ● Some grade levels did not meet as often as other grade levels to *Analyze and Respond to Instruction.*		
Critical Root Causes	● PLC meetings are structured as grade level meetings. ● *PLCs need systems and structures in place across all grades.* ● *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.* ● *Administration is not consistently present at meetings.* ● Lack of follow through after professional learning.		

Part B

Adult Learning Culture	
School Goal: *Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from three at the end of semester 1 to six at the end of semester 2, as measured by PLC observations*	**STIP Connection:** Goal 2: Engage in effective communication with teachers and parents. Goal 3: All students experience continued academic growth.

Improvement Strategy: Administration intentionally supports PLC meetings.

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

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. Written and oral opportunities are provided for students to represent their understanding of standards through high-leverage instructional strategies.*

Action Steps to Address Root Causes:
- *Set up and complete classroom observations in all Kindergarten through Grade 5 classrooms.*
- *Schedule out PLCs for Kindergarten through Grade 5.*
- *Attend grade level PLC's in all Kindergarten through Grade 5.*
- *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.*
- *Professional learning on high-leverage strategies.*

Resources Needed:
- *Tier I curriculum materials*
- *Pacing Guides*
- *Teacher Clarity*
- *Spiraling document*
- *Vertical Alignment document*
- *Teaching and Learning Cycle*
- *PLC Plan Template*
- *"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*
- *Student language domain proficiency levels*
- *Common Assessments*
- *PLC Observation Tool*

Challenges to Tackle:
- *Some grade levels met less often than other grade levels.*

- *PLCs require more structure and transparency.*
- *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. 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 on Friday mornings, on Staff Development Days, and/or during common planning time.
- Setting norms and expectations.
- Calendar out professional learning
- Create a Focus on Learning Facilitate data-driven conversations using formative assessments for reading and math.
- Update PLC procedures based on updates from the Teaching and Learning Cycle
- 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.
- Professional learning on high-leverage strategies.

Resources Needed:
- *Building a Professional Learning Community at Work*
- *Teaching and Learning Cycle*
- *PLC Plan Template*
- *Learning by Doing*
- *Common grade-level assessments*
- *District MTSS resources*

Challenges to Tackle:
- *Teacher absences and filling in missing information to catch them up to the rest of the team.*

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

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	*Chronic absenteeism report in focusED*		*District Survey*
	Areas of Strength: Reduced to 23.3% and 16.3% with MDP excluded, Native Hawaiian/Pacific Islander)% chronically absent		
	Areas for Growth: Kindergarten, 33.8%, Grade 1, 23% with MDP excluded, Black, 33.3% with MDP excluded,, and Two or more races, 20.9% with MDP excluded have the highest percent of chronically absent students.		
Problem Statement	● During the 2023-2024 school year, Iverson Elementary School had a chronic absenteeism rate of 23.3% and 16.3% with MDP excluded ● After 180 days of school, with MDP excluded, 33.3% of Black students and 23% of Grade 1 students are chronically absent. ● 32 students have 30 or more absences with MDP excluded .		
Critical Root Causes	● Classroom expectations vary across classrooms. ● Set guidelines of parent communication is not consistent throughout the school.		

● Some families with a high rate of absences decline services.

Part B

Connectedness

School Goal: The school goal is to decrease chronic absenteeism by 3.2 percentage points from 23.3% in 2024 to 20.1% in 2025 as measured by the NSPF. The goal with MDP excluded is 16.3% to 13.1%.	STIP Connection: *Goal 2:* Engage in effective communication with teachers and parents.

Improvement Strategy: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP)   Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Absenteeism and Truancy: Interventions and Universal Procedures (3)

Intended Outcomes:
- Decrease Iverson's chronic absenteeism to 20.1% and 13.1% with MDP excluded.
- Decrease Black 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.
  - Student Success Team: Conferences, text message "nudge reports," home visits, incentives, Beat the Bell,
- 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, Educational Neglect, and Child Protective Services as needed.
- Increase Family Engagement events.
- Utilize PBIS interventions.
- Starting in August 2024, conduct parent conferences with families on trend to chronically absent,
- Progress reports monthly
- Share out newly added systems and structures regarding attendance from the Student Success Team during Staff Meetings and SOT.

Challenges to Tackle:
- Create a quicker way to create a database for graphs to auto populate; invest in AirTable or similar programs.

● How to support families that have been chronically absent several years in a row and refuse support from the Student Success Team.

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.
- Behavior staff member and aide will support PBIS.
- Coaching and mentoring on classroom management as needed for teachers.
- All staff reinforce the school-wide behavior management plan.
- Norms in specials with points.
- Model behavior norms.
- Have status checks across different departments.
- Dedicate a staff meeting for teachers to complete the survey and show previous years results.

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
- Students with a high number of behavior infractions and proper ways to support.

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

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	$4,944,524	Licensed staff Support staff Extended school day General supplies	Student Success, Adult Learning Culture, Connectedness
EL and At-risk weighted funding	EL: $417,904 At-risk: $298,483	Class-size reduction teachers Licensed Extra-duty pay	Student Success, Adult Learning Culture, Connectedness
Title I	$288,420	Class-size Reduction Teachers Licensed Extra-duty pay	Student Success