



## 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

**School Website:** <http://iversonelementary.weebly.com/>

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**Phone:** (702) 799-7260

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

*Our SPP was last updated on February 14, 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/](http://nevadareportcard.nv.gov/DI/nv/clark/mervin_iverson_elementary_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year’s SPP.*

## 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	<b>Principal(s)</b> <i>(required)</i>
Victoria Watkis	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
<i>Amy Sequira, Deborah Parks, Carrie Bowden, Sheila Wright, and Amanda Benavidez</i>	<b>Teacher(s)</b> <i>(required)</i>
Cindy Froman	<b>Paraprofessional(s)</b> <i>(required)</i>
<i>Janelle McMahan</i>	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <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"><li>• New ideas for attendance assistance.</li></ul>



# 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>Fall 2021-Spring 2022 MAP Growth Report</p> <p>Fall 2022-Winter 2023 MAP Growth</p>		
<b>Data Reviewed</b>	<p><i>Areas of Strength: Mathematics- Grades K-5 Students scoring between the 20<sup>th</sup> percentile and 70<sup>th</sup> 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 10<sup>th</sup> percentile and 40<sup>th</sup> percentile and between the 60<sup>th</sup> percentile and 70<sup>th</sup> 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 10<sup>th</sup> percentile and between the 80<sup>th</sup> percentile and 90<sup>th</sup> percentile on the initial achievement band have a median student growth percentile of at least the 50 percentile.</i></p> <p><b>(AB 219)</b> Increase the percent of English Language (EL) students who met their projected growth on the MAP Growth reading and mathematics Assessment.</p>		
<b>Problem Statement</b>	<ul style="list-style-type: none"> <li>• Lowest performing and highest performing students are making the least amount of growth.</li> <li>• <b>(AB 219)</b> 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.</li> </ul>		
<b>Critical Root</b>	<ul style="list-style-type: none"> <li>• Majority of students are not participating in opportunities for extended productive discourse related to the standard.</li> </ul>		



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

Student Success	
<p><b>School Goal:</b> On the MAP Growth reading and math assessment, <i>Grades K-5 students scoring in all initial achievement bands have a median student growth percentile of at least the 50 percentile.</i></p> <p>(AB 219 C) <i>Increase the percent 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"><li>● <i>Mathematics:</i><ul style="list-style-type: none"><li>○ (AB 219 C) <i>Winter 2021-2022, 55% of EL students met the projected growth while 51% met the growth in spring 2021-2022.</i></li><li>○ (AB 219 C) <i>Winter 2022-2023, 61% of EL students met the projected growth, and the goal for spring is 66%.</i></li></ul></li><li>● <i>Reading:</i><ul style="list-style-type: none"><li>○ (AB 219 C) <i>Winter 2021-2022, 50% of EL students met the projected growth while 51% met the growth in spring 2021-2022.</i></li><li>○ (AB 219 C) <i>Winter 2022-2023, 63% of EL students met the projected growth, and the goal for spring is 68%.</i></li></ul></li></ul>	<p><b>Aligned to Nevada’s STIP Goal:</b></p> <p>Goal 3: All students experience continued academic growth.</p>



**Improvement Strategy:** Hire one Grade 5 teacher, one autism teacher, and one instructional aide.

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

**Intended Outcomes:**

- Class size in Grade 5 will reduce the class size from 29 to 21.8 students per class.
- The intermediate autism class will have a fully staffed classroom to support the learning goals of all students.
- The instructional aides and CTT will provide Tier II small-group instruction to identified students in each grade level after professional learning has been provided in mathematics and reading.

**Action Steps:**

- Surplus meeting
- Encourage and assist community members to apply to the District
- Contact HR
- Hire student teacher
- Community outreach

**Resources Needed:**

- Advertising
- Bonuses
- Article: 9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers
- Resources to Inform Educator Recruitment website

**Improvement Strategies:** School-wide intervention and enrichment for reading and Step 3 block for enVision Mathematics in schedule.

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

**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 and digital learning resources.
- 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:**

- enVision's teacher's editions
- A Guide to Rigor in Mathematics
- CCSS Where to Focus Mathematics from Student Achievement Partners
- Weekly Wire for professional learning offered in ELMS
- Additional books for reading intervention

**Challenges to Tackle:**

- What enrichment supports are offered to students above grade level?
- (AB 219) Lexia English is not as engaging as Imagine Learning for additional support.

**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. 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.

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.

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.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	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 20<sup>th</sup> percentile and 70<sup>th</sup> 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 10<sup>th</sup> percentile and 40<sup>th</sup> percentile and between the 60<sup>th</sup> percentile and 70<sup>th</sup> 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 10<sup>th</sup> percentile and between the 80<sup>th</sup> percentile and 90<sup>th</sup> percentile on the initial achievement band have a median student growth percentile of at least the 50 percentile.</i></p>		
<b>Problem Statement</b>	<ul style="list-style-type: none"> <li>• Lowest performing and highest performing students are making the least amount of growth.</li> <li>• (AB 219) Not all teachers have completed the required CCSD Understanding Language Development (ULD) professional learning.</li> </ul>		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• PLC meetings are structured as grade level meetings.</li> <li>• PLCs need systems and structures in place across all grades.</li> <li>• Norms are not set and expectations are not consistent for curriculum and instruction across the school.</li> <li>• Instructional tasks assigned to students are below the rigor expected by the standard.</li> <li>• Need expectations and procedures for small-group instruction.</li> <li>• Lack of follow through after professional learning.</li> </ul>		



## Part B

### Adult Learning Culture

**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 50 percentile.*

**(AB 219 C)** *Increase the percent of English Language (EL) students who met the projected growth on the MAP Growth Reading and Mathematics Assessment by 5%.*

- **Mathematics:**
  - *Winter 2021-2022, 55% of EL students met the projected growth while 51% met the growth in spring 2021-2022.*
  - *Winter 2022-2023, 61% of EL students met the projected growth, and the goal for spring is 66%.*
- **Reading:**
  - *Winter 2021-2022, 50% of EL students met the projected growth while 51% met the growth in spring 2021-2022.*
  - *Winter 2022-2023, 63% of EL students met the projected growth, and the goal for spring is 68%.*

**STIP Connection:**

Goal 2: Engage in effective communication with teachers and parents.

Goal 3: All students experience continued academic growth.

**Improvement Strategy:** *Provide professional learning for Grades K-5 based on data from school-wide classroom walks for intervention/enrichment and enVision mathematics*

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

**Intended Outcomes:** *Teachers will implement effective mathematics and intervention/enrichment instruction with appropriate pacing based on the necessary components of enVision’s math and protocols for math and reading intervention to increase the overall proficiency.*

**Action Steps to Address Root Causes:**

- *Set up and complete classroom mathematics observations 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.
- Create intervention protocols for differentiated instruction in math and reading.
- Each teacher will identify a math goal based on classroom data and action steps to implement practices.
- Implement action steps.
- Complete follow-up observations and compare results.
- (AB 219 E) 30-minute sessions during staff meetings to provide strategies 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 frameworks with pacing guidelines.

**Resources Needed:**

- enVision's curriculum materials
- Mathematics Pacing Guides
- "Look Fors" document with pacing guidelines for math
- Elementary Mathematics Framework
- Savvas and CCSD professional learning: live sessions or playbacks
- Elementary Literacy Framework

**Challenges to Tackle:**

- How to increase afterschool professional learning attendance for teachers since it is not required after school.

**Improvement Strategy:** Provide professional learning for all classroom teachers in PLCs and after school.

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

**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 MTSS summer 2022 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.*

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

English Learners: (AB 219 B/D) 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. Professional learning during staff meetings to provide teachers with EL strategies.

Foster/Homeless: 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.

Free and Reduced Lunch: 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.

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 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.

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 are making growth or not excelling. Teachers have access to students IEPs to see what strategies are used to scaffold instruction to support the students goals.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<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>		
<b>Problem Statement</b>	<ul style="list-style-type: none"> <li>• During the 2021-2022 school year, Iverson Elementary School had a chronic absenteeism rate of 31%.</li> <li>• As of September 13, 2022, 36.7% of Black students and 29. 2% of Hispanic students are chronically absent.</li> <li>• As of January 31, 2023, 33.6% of EL students are chronically absent.</li> </ul>		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>• Classroom expectations vary across classrooms.</li> <li>• Set guidelines of parent communication is not consistent throughout the school.</li> </ul>		

### Part B

Connectedness	
<b>School Goal:</b> The school goal is to decrease the chronically absenteeism rate by 5%.	<b>STIP Connection:</b> <i>Goal 2:</i> Engage in effective communication with teachers and parents.
<b>Improvement Strategy:</b> Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP))	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising	
<b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>• Decrease Iverson’s chronic absenteeism to 26%.</li> <li>• (AB 219) Decrease EL students chronic absenteeism</li> </ul>	
<b>Action Steps to Address Root Causes:</b>	



- 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 attendance officer 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.

**Challenges to Tackle:**

- Create a quicker way to create a database for graphs to auto populate.
- Hire an attendance officer for home visits.
- (AB 219) EL students chronic absenteeism is 33.6% while Non EL students is 29.8%.

**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): 1-Strong

**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 “Eagle Essentials.”
- 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.
- Plan includes all types of behavior support.

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

English Learners: (AB 219 B/D) Students receive adequate instructional minutes for the whole school year.

Foster/Homeless: Students receive adequate instructional minutes for the whole school year.

Free and Reduced Lunch: Students receive adequate instructional minutes for the whole school year.

Migrant: Students receive adequate instructional minutes for the whole school year.

Racial/Ethnic Minorities: Students receive adequate instructional minutes for the whole school year.

Students with IEPs: Students receive adequate instructional minutes for the whole school year to meet the needs of their IEP goals.



## 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)
EL and At-risk weighted funding	EL: \$272,566.00 At-risk: \$147,286.00	Class-size reduction teachers Licensed Extra-duty pay	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.
General budget	\$3,925,640.00	Licensed staff Support staff General supplies	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.
Title I	\$247,510.00	Class-size Reduction Teachers Web-based Programs (Renaissance, Easy CBM, and Lexia Core 5)	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.
ESSER	\$89,178.00	Class-size reduction teacher	By the next state math exam, increase the overall and lowest performing subgroups percent of proficient students by 10 points. The subgroups include: African American, Hispanic, IEP, and LEP.