



Clark County School District
Kesterson Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Kesterson ES has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Kelly Wright for more information.

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School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

| Enrollment Data | | | | | | | | | | | |
|------------------|---------|------------------------|-------|----------|--------|--------|---------------------|-------------------------|--------|--------|--------|
| | Total | Am In/ AK Native | Asian | Hispanic | Black | White | Pacific Islander | Two or More Races | IEP | EL | FRL |
| School | 748 | 0.5% | 7.5% | 28.9% | 9.1% | 39.4% | 0.8% | 13.8% | 17.6% | 6.3% | 46.7% |
| District* | 323,787 | 0.34% | 6.06% | 46.57% | 14.72% | 23.76% | 1.62% | 6.93% | 12.73% | 16.12% | 75.54% |
| State* | 496,938 | 0.82% | 5.44% | 42.69% | 11.45% | 31.36% | 1.46% | 6.78% | 12.68% | 14.13% | 65.8% |

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

| Student Performance Data | | | | | | | | | | |
|--------------------------|---------------------|-------------|-----------------|-----------------|-------------|-----------------|-----------------|-------------|-------------|-----------------|
| Academic Year | School/ District | Math | | | ELA | | | Science | ELPA | |
| | | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Growth (MGP) | Growth (AGP) | Proficiency | Proficiency | Growth (AGP) |
| 2018 | School | 61.35% | 58% | 53.5% | 61.35% | 50% | 56.6% | 25.6% | 22.4% | 58.06% |
| | District | 36.1%* | 50* | 38* | 47.4%* | 51* | 50.6* | 28.9%* | 14.4%** | 48.5%* |
| 2019 | School | 50.6% | 34 | 34.1 | 57.8% | 34 | 55.3 | 25.4% | 30.4% | 62.5% |
| | District | 36.6%* | 49* | 38.1* | 48.3%* | 50* | 52.4* | 28.9%* | 15.5%** | 50.6%* |
| 2020 | School | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 27.7% | 61.5% |
| | District | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 14.5%** | 45.4%** |

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



| 4 Year ACGR | | | |
|-------------|------------------------|------------------------|------------------------|
| | Grad Rate 2017-2018 | Grad Rate 2018-2019 | Grad Rate 2019-2020 |
| School | N/A | N/A | N/A |
| District | N/A | N/A | N/A |

| School Climate Data | | | |
|---------------------|-------------------------------------|---------------|------------------|
| | Cultural & Linguistic Competence | Relationships | Emotional Safety |
| School | 444 | 425 | 441 |
| District* | 379 | 368 | 361 |

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

| Name | Role |
|--------------------------------------------|----------------------------------------------------------------------------|
| Kelly Wright | Principal(s) <i>(required)</i> |
| Dena Pritchett | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Michael Donald, Gretchen Fox, Misha Strunk | Teacher(s) <i>(required)</i> |
| Rachel Spindel | Paraprofessional(s) <i>(required)</i> |
| Annette Mersch | Parent(s) <i>(required)</i> |
| | Student(s) <i>(required for secondary schools)</i> |
| | Tribes/Tribal Orgs <i>(if present in community)</i> |
| | Specialized Instructional Support Personnel <i>(if appropriate)</i> |
| <i>*Add rows as needed</i> | |



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

| Outreach Event | Date and Time | Number in Attendance | Key Takeaways |
|----------------------------|-----------------|----------------------|-------------------------------------|
| Event 2 Presentation | 10/11/2021, 4PM | 6 | SEL is a concern, math is a concern |
| | | | |
| <i>*Add rows as needed</i> | | | |



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 | ELA MAP, DIBELS, SBAC, ELPA | Panorama Survey | Classroom Observation Data |
| Problem Statement | There has been a steady decline in math proficiency as measured by SBAC over the past three years. | | |
| Critical Root Causes | There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. | | |

Part B

| Student Success | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| School Goal: Increase the percentage of 3rd - 5th grade students who are proficient in math from 50.6% to 60% as measured by SBAC. | Aligned to Nevada's STIP Goal: 3 |
| Improvement Strategy: Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 | |
| Intended Outcomes: Students engaging in high cognitive demand tasks that are aligned to standards. | |



| |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Action Steps:</p> <ul style="list-style-type: none"> Teachers will participate in weekly PLC to unwrap standards, align assessments, plan instructional strategies, and analyze formative data. Teachers will participate in professional learning on high-cognitive demand tasks and standards alignment. |
| <p>Resources Needed:</p> <ul style="list-style-type: none"> enVision math curriculum PLC/data analysis forms/guidelines |
| <p>Challenges to Tackle: <i>Insert during Event 5</i></p> <ul style="list-style-type: none"> Staff buy in Time/scheduling |
| <p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p> |
| <p>English Learners: ALCA strategies, engagement strategies, computer programs (Freckle, MAP Accelerator)</p> <p>Foster/Homeless: engagement strategies, computer programs (Freckle, MAP Accelerator)</p> <p>Free and Reduced Lunch: engagement strategies, computer programs (Freckle, MAP Accelerator)</p> <p>Migrant: engagement strategies, computer programs (Freckle, MAP Accelerator)</p> <p>Racial/Ethnic Minorities: engagement strategies, computer programs (Freckle, MAP Accelerator)</p> <p>Students with IEPs: engagement strategies, computer programs (Freckle, MAP Accelerator), inclusive practices</p> |

Inquiry Area 2 - Adult Learning Culture

Part A

| Adult Learning Culture | | | |
|------------------------|-------------------------------------|--------------------------|------------------------------------------------------------|
| | Instructional Practice | Instructional Leadership | Systems and Structures that Support Continuous Improvement |
| Data | Adult Learning Culture Staff Survey | School Climate Survey | Classroom Observations, School and |



| | | | |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------|
| Reviewed | | | Staff Schedules |
| Problem Statement | Teachers are not consistently using differentiation to meet the needs of all students | | |
| Critical Root Causes | Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan for instruction and to meet the needs of individual students. | | |

Part B

| Adult Learning Culture | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| School Goal: Teachers will meet to analyze formative data on a weekly basis, and then will use that data to plan for instruction | STIP Connection: 2, 3 |
| Improvement Strategy: Teachers will participate in professional learning on how to conduct weekly data meetings. They will then participate in weekly data meetings and use the information from those meetings to plan and implement reteaching strategies. | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 | |
| Intended Outcomes: Teachers will provide targeted interventions and supports, which will increase student performance. | |
| Action Steps: <ul style="list-style-type: none"> ● Provide professional learning on how to conduct data meetings based on Leverage Leadership 2.0 ● Modify daily schedule to provide an extra 30 minutes for each grade level to meet weekly. ● A member of school leadership team will attend/moderate each meeting | |
| Resources Needed: <ul style="list-style-type: none"> ● Math/ELA formative assessments ● Data collection forms ● Leverage Leadership 2.0 books | |
| Challenges to Tackle: <ul style="list-style-type: none"> ● Staff buy in ● Time/schedule | |



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

English Learners: ALCA strategies, engagement strategies, small group instruction, targeted intervention

Foster/Homeless: engagement strategies, small group instruction, targeted intervention

Free and Reduced Lunch: engagement strategies, small group instruction, targeted intervention

Migrant: engagement strategies, small group instruction, targeted intervention

Racial/Ethnic Minorities: engagement strategies, small group instruction, targeted intervention

Students with IEPs: engagement strategies, small group instruction, targeted intervention



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | Panorama Survey | Districtwide Survey | SOT meetings, Event 2 Outreach Meeting |
| Problem Statement | Only 35% of our 3rd-5th grade students are able to regulate their emotions on a frequent basis, as measured by the Fall 202 Panorama survey. | | |
| Critical Root Causes | Students have been on distance learning for the past year and a half, and the lack of social interaction with peers has taken a toll on their ability to regulate their emotions. | | |

Part B

| Connectedness | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| School Goal: Increase the percentage of 3rd-5th grade students who are able to regulate their emotions on a frequent basis from 35% to 75% | STIP Connection: 6 |
| Improvement Strategy: Students will participate in daily SEL lessons with an emphasis on emotion regulation. | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 | |
| Intended Outcomes: Students will adopt healthy social-emotional habits and will feel more able to regulate their emotions. | |
| Action Steps: <ul style="list-style-type: none"> Professional learning on Harmony SEL strategies (Jan 4, 2022) Daily Harmony lessons in every classroom | |
| Resources Needed: <ul style="list-style-type: none"> Harmony professional learning (provided by the company) Harmony lessons Scheduled time for SEL lessons | |



Challenges to Tackle:

- Teacher buy in

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

English Learners: inclusive resources, small groups when necessary

Foster/Homeless: inclusive resources, small groups when necessary

Free and Reduced Lunch: inclusive resources, small groups when necessary

Migrant: inclusive resources, small groups when necessary

Racial/Ethnic Minorities: inclusive resources, small groups when necessary

Students with IEPs: inclusive resources, small groups when necessary



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 Fund | 3,696,234.28 | Staffing, General Supplies | Student Success, Adult Learning Culture, Connectedness |
| At Risk | 84,753.02 | Staffing, General Supplies | Student Success, Adult Learning Culture, Connectedness |
| English Learners | 84,753.00 | Staffing, General Supplies | Student Success, Adult Learning Culture, Connectedness |
| Title III | 3564.00 | Program Licenses | Student Success |
| | | | |