



## Clark County School District

# Kesterson Elementary School

## School Performance Plan: A Roadmap to Success

*Kesterson Elementary School 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     MRI     CSI     TSI     ATSI

*Our SPP was last updated on May 20, 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/lorna\\_j.\\_kesterson\\_elementary\\_school/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/lorna_j._kesterson_elementary_school/2024/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
Kelly Wright	<b>Principal</b>
Dena Pritchett	<b>Assistant Principal</b>
Amy Ybarra, Jovito Trinidad, Amy Zeiders	<b>Teacher(s)</b>
Jennifer Moore	<b>Paraprofessional(s)</b>
Nathan Slife, Tori Beakstead, Abish Tatum	<b>Parent(s)</b>
	<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
Act 2 Navigating our Course Continuous Improvement Team Data Review and Status Check	9/17/24	The Kesterson Continuous Improvement team worked collaboratively to analyze multiple data sources, including Spring 2024 MAP Growth Assessment proficiency projections, NSPF, SBAC, Professional Learning Community meeting observation, and focusED Chronic Absenteeism data. After reviewing the data, the team determined that we will continue with the Student Success goal related to ELA Proficiency, Adult Learning Culture related to PLC meeting structure, and the Connectedness goal related to Chronic Absenteeism.
SOT Meeting	9/24/24	The Kesterson School Performance Plan (SPP), with its clearly defined goals and action steps, was shared with all stakeholders. The draft of SPP was reviewed and approved by SOT members, marking a significant step towards our collective success.



# 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
<b>Data Reviewed</b>	ELA & Math MAP Growth, SBAC, Fastbridge, WIDA	Panorama Survey	Classroom Observation Data
	<p><i>Areas of Strength:</i> All teachers consistently utilized the CCSD approved Tier 1 and 2 instructional materials.  <i>Cognia Performance Standard:</i> Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.</p>		
	<p><i>Areas for Growth:</i> Reading scores as measured by MAP Growth assessment showed that only 43.3% of 3rd thru 5th grade students were projected to be proficient on SBAC.  <i>Cognia Performance Standard:</i> Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.</p>		
<b>Problem Statement</b>	There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 43.3% of our students are projected to be proficient on SBAC at the end of the 2024-2025 school year.		
<b>Critical Root Causes</b>	There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (22% during the 2023-2024 school year) prevents students from mastering the skills they need.		

### Part B

Student Success	
<b>School Goal:</b> Increase the percentage of Kindergarten thru 5th grade	<b>Aligned to Nevada's STIP Goal:</b> 3



students scoring above the 60th percentile in Reading from 31.3% (Fall of 2024) to 41.3% by spring 2025 as measured by MAP Growth Assessments.

**Improvement Strategy:** Teachers will work during PLC's to unwrap standards, analyze student data, and use that data to drive future instruction utilizing the CCSD Teaching and Learning Cycle guidance documents.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2); HMH Into Reading (2).

**Intended Outcomes:** Teachers working together in PLC's to plan for instruction, analyze and respond to data, which will lead to students engaging in high cognitive demand tasks that are aligned to standards.

**Action Steps:**

- 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.
- Teachers will participate in professional learning on the science of reading.
- Teachers will participate in professional learning on [CCSD's Tier 1 Instruction model](#)
- Teachers will base their planning, assessment, and instruction on CCSD's Tier 1 instruction model and utilize common Tier 1 instructional materials.
- Teachers will Utilize CCSD Pacing Guides and Literacy Frameworks to plan instruction.
- Administrators will monitor the implementation of CCSD's Tier 1 instruction model by attending PLC meetings, conducting classroom observations, and analyzing classroom data.
- Cognia focused alignment

**Resources Needed:**

- HMH Into Reading ELA curriculum
- 95 Phonics Core Program for Tier 1 Foundational Skills and Tier 2 intensive instruction.
- PLC/data analysis forms/guidelines
- CCSD Pacing Guides
- Teacher Clarity Guides
- CCSD Literacy Frameworks

**Challenges to Tackle:**

- Some staff may be reluctant to implement strategies learned during professional learning (PL) sessions. Administrators and strategists will model the use of PLC and science of reading strategies during staff meetings and when providing/attending PL.
- Teachers have limited time to meet in PLCs. Strategic budget funds will be used to pay for a humanities teacher, who will provide extra



prep to each teacher weekly. This extra prep will be dedicated to PLCs and planning for Tier 1 instruction.

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

English Learners: Teachers will implement ALCA strategies in the classroom to increase student discourse. Title III funding will be used to provide access to Imagine Learning for English Learners.

Foster/Homeless: Licensed and support staff will provide opportunities for before-school tutoring. Counselors will monitor and provide community resources.

Free and Reduced Lunch: Licensed and support staff will provide opportunities for before-school tutoring.

Migrant: Licensed and support staff will provide opportunities for before-school tutoring.

Racial/Ethnic Minorities: Licensed and support staff will provide opportunities for before-school tutoring.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations. Special Education teachers will participate in grade level PLC meetings to analyze data, determine student needs, and plan effective instruction and support.

**Inquiry Area 2 - Adult Learning Culture**  
Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Adult Learning Culture Staff Survey	School Climate Survey	Classroom Observations, School and Staff Schedules
	<p><i>Areas of Strength:</i> All teachers are committed to continuous professional growth through collaboration to improve the utilization of CCSD provided common Tier 1 and Tier 2 instructional materials through the Teaching and Learning Cycle.</p> <p><i>Cognia Performance Standard:</i> Professional staff members implement curriculum and instruction that are aligned for relevancy</p>		



	inclusion and effectiveness.
	<p><i>Areas for Growth:</i> While grade level teams along with Strategists and Administration meet weekly in PLC's, these PLC's lack structure and accountability.</p> <p><i>Cognia Performance Standard:</i> Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.</p>
<b>Problem Statement</b>	Grade level PLC meetings currently lack structure and vary from grade level to grade level.
<b>Critical Root Causes</b>	Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

## Part B

Adult Learning Culture	
<p><b>School Goal:</b> During the 2023-2024 school year, the percent of Professional Learning Community (PLC) observations where all expectations were present was 15%. Therefore, our goal is that the percent of Professional Learning Community (PLC) observations where all expectations are present will be 50% at the end of semester 1 and 100% by the end of semester 2, 2025 as measured by the PLC observation tool.</p>	<p><b>STIP Connection:</b> 2, 3</p>
<p><b>Improvement Strategy:</b> Administration will provide training on weekly PLC structures, the Teaching and Learning Cycle, and extra preps will be provided during which the meetings will be held. Teachers will then participate in weekly PLC meetings and use the information from those meetings to plan and implement rigorous instruction. Observation data will be taken during meetings by administration.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data and Respond in PLCs (3); Build a committed staff and provide professional development (1)</i></p>	
<p><b>Intended Outcomes:</b> Teachers will meet weekly and follow the common PLC meeting structure following the CCSD Teaching and Learning Cycle. As a result, students in every classroom will receive high-quality, rigorous Tier I instruction.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Provide professional learning on the common PLC meeting structure.</li> <li>● Modify PLC Meeting schedule. Meetings to be held weekly during extra preps.</li> <li>● At least one member of the school leadership team will attend/moderate each meeting.</li> </ul>	

**Resources Needed:**

- Math/ELA Tier 1 instructional materials.
- PLC forms provided by CCSD in region collaboratives
- PLC PAn template
- CCSD ELA / Math Frameworks
- CCSD ELA / Math Pacing guides
- CCSD Teacher Clarity Documents
- Cogna focused alignment

**Challenges to Tackle:**

- Some staff may be reluctant to implement strategies learned during professional learning (PL) sessions. Administrators and strategists will model the use of PLC strategies during staff meetings and when providing PL.
- Teachers have limited time to meet in PLCs. Strategic budget funds will be used to pay for a humanities teacher, who will provide extra prep to each teacher weekly. This extra prep will be dedicated to PLCs and planning for Tier 1 instruction.

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

English Learners: During PLC meetings, teachers will work together to plan language expectations for all lessons.

Foster/Homeless: During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Free and Reduced Lunch: During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Migrant: During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Racial/Ethnic Minorities: During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Students with IEPs: During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama Survey, Student Attendance Data</i>	Districtwide Survey	SOT Meetings, PTA Family Events, Family Engagement/ Academic Events
	<p><i>Areas of Strength:</i> School staffs ability to foster strong relationships between students, staff, and the community leveraged to improve student attendance through the use of positive incentives such as the Rise and Shine Club, Never Been Absent (NBA) Club, monthly attendance incentives, family outreach, as well as Tier 2 and 3 Interventions.</p> <p><i>Cognia Performance Standard:</i> The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.</p>		
	<p><i>Areas for Growth:</i> Reduction in overall chronic absenteeism.</p> <p><i>Cognia Performance Standard:</i> Professional staff members embrace effective collegiality and collaboration in support of learners.</p>		
<b>Problem Statement</b>	22% of students in Kindergarten thru 5th grade students were chronically absent during the 2023-2024 school year.		
<b>Critical Root Causes</b>	The school did not implement Tier 2 and 3 interventions early enough in the school year following the Kesterson comprehensive attendance plan. We did not utilize enough positive incentives to encourage student attendance. Families did not understand the importance of consistent school attendance at the elementary level.		

### Part B

Connectedness	
<p><b>School Goal:</b> During the 2024-2025 school year, the percentage of kindergarten through 5th grade students who are chronically absent will decrease from 22% (2023-2024) to 10%, as measured by students' attendance rates.</p>	<p><b>STIP Connection: 6</b></p>
<p><b>Improvement Strategy:</b> The school will develop and follow a comprehensive attendance plan, which will include incentives, communication with</p>	



parents and guardians and Tier 2 and 3 Interventions when applicable.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a Positive School Climate and Culture (3)*

**Intended Outcomes:** Improved student attendance rates and a reduction in chronic absenteeism through the use of targeted incentives, proactive communication with parents/guardians, and the implementation of Tier 2 and 3 interventions for at-risk students. These efforts will help foster a positive school climate and ensure students receive the necessary support to consistently attend and engage in learning.

**Action Steps:**

- School wide attendance plans will be shared with families at the beginning of the school year and followed by all staff members.
- Administration will communicate weekly with families about the importance of attendance.
- Families and students struggling with attendance will participate weekly in the Clark County Truancy Diversion Program sessions.
- Cognia focused alignment

**Resources Needed:**

- School wide attendance Plan
- Attendance Works communication materials
- Positive Attendance Incentives

**Challenges to Tackle:**

- Some staff will be reluctant to follow the plan. Administrators and counselor will follow up with teachers to ensure that they are doing their part (phone calls/Dojo messages to parents, communication with office)
- Some families/stakeholders will be reluctant to change their attendance patterns. Administrators and counselors will communicate regularly with families about the number of absences students have, as well as the impact of chronic absenteeism on academic performance. The school will also offer monthly incentives to students with perfect attendance.

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

English Learners: All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Free and Reduced Lunch: The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.



Migrant: All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Racial/Ethnic Minorities: All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Students with IEPs: The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

## 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	4,193,677.55	Staffing, General Supplies	Student Success, Adult Learning Culture, Connectedness
At Risk	257,697.11	Staffing, General Supplies	Student Success, Adult Learning Culture, Connectedness
English Learners	99,504.65	Prep Buys, General Supplies	Student Success, Adult Learning Culture, Connectedness
Title I	202,350.00	Technology, Professional Learning	Student Success, Adult Learning Culture, Connectedness