



Clark County School District
Thomas O’Roarke ES
2021-2022 School Performance Plan:
A Roadmap to Success

Thomas O’Roarke 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 Kody Barto 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	861	0.3%	2.3%	19.4%	7.0%	58.7%	1.4%	10.9%	16.0%	2.1%	26.9%
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	68.22%	59	57.2	75.55%	44	58.75%	45.5%	35.0%	61.11%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	72.4%	68	68.1%	76.2%	57	72%	51.5%	16.6%	42.8%
	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	22.2%	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	445	427	478
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
Kody Barto	Principal(s) <i>(required)</i>
Gayle Orvedal	Other School Leader(s)/Administrator(s) <i>(required)</i>
Wendy Rogers, Christina Andres, Jessica Nuckoles,	Teacher(s) <i>(required)</i>
Christine Newson	Paraprofessional(s) <i>(required)</i>
Wendy Embleton	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
SOT Meeting	9/28/21	7	Data and Budget
	10/19/21	6	Budget/SPP
<i>*Add rows as needed</i>	2/8/22	5	Budget/SPP



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	MAP Growth Assessment Data	Panorama	Teacher Observations
Problem Statement	The students are struggling to organize their thoughts before writing as well as apply correct conventions during the writing process.		
Critical Root Causes	The lack of instruction on how to use organizational tools during the writing process as well as the ability to self correct writing pieces for correct conventions.		

Part B

Student Success	
<p>School Goal: By the Spring 2022 MAP Assessment, decrease the number of students in the Lo/LoAvg category in the area of Language Arts-Language and Writing by 10% in all grade levels.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3 - All students experience continued academic growth.</p>
<p>Improvement Strategy: We will provide training to teachers on how to use the various writing organizational tools to help teachers effectively teach students how to organize their thoughts throughout the writing process.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MAP Growth Assessment EBI Level 3, Climate and Culture EBI Level 4</p>	



Intended Outcomes: *Students will be able to use the writing organizational tools to assist in writing a coherent and organized piece of writing that has correct conventions.*

Action Steps:

- *We will provide Graphic Organizers training November 2021-April 2022*
- *The teachers will teach the students in their class how to use the Graphic Organizers appropriately to organize their thoughts and evidence during the writing process*
- *The teachers will review the part of the writing rubric that addresses conventions with the students weekly and provide opportunities for students to use the rubric to correct writing*

Resources Needed:Graphic Organizers

- Examples of activities and rubrics used to teach conventions

Challenges to Tackle:

- *Time to provide PD in the areas of using writing organizational skills and conventions appropriately.*

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

English Learners: build background knowledge, supporting materials

Foster/Homeless: N/A

Free and Reduced Lunch: build background knowledge

Migrant: N/A

Racial/Ethnic Minorities: build background knowledge

Students with IEPs: text at the students reading level to write about, supporting materials

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>Differentiate PD</i>	<i>PD-Graphic Organizers/Conventions</i>	<i>Continuous PD IN the Areas of Writing Organization and Conventions</i>
Problem Statement	<i>We need to find the time necessary to provide comprehensive PD in the areas of Writing Organization and Conventions. We also need to ensure we have the experts to provide the training along with the materials.</i>		
Critical Root Causes	<i>Lack of the use of a consistent set of graphic organizers and a clear expectation among staff as to how to teach/assess proper conventions when writing</i>		

Part B

Adult Learning Culture	
School Goal: <i>Train 100% of the staff in the area of teaching students to organize their thoughts/evidence (Graphic Organizers) and use correct conventions.</i>	STIP Connection: <i>Goal 2 - All students have access to effective educators.</i>
Improvement Strategy: <i>We will provide PD to staff members in the areas of the use of Graphic Organizers (Thinking Maps) and ways to teach conventions school wide</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MAP Growth Assessment EBI Level 3, Climate and Culture EBI Level 4</i>	
Intended Outcomes: <i>The school staff will be trained in the use of and utilize the same graphic organizers as well as use the same terminology with the students throughout the school</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Provided staff training in graphic organizers (November 2021-April 2022)</i> ● <i>Provide staff training in how to use graphic organizers (November 2021-April 2022)</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Graphic Organizers</i> ● <i>Trainers</i> ● <i>Rubrics</i> 	



Challenges to Tackle: <ul style="list-style-type: none">● <i>The time needed to provide the PD</i>● <i>Consistent implementation of the graphic organizers throughout the school</i>
Improvement Strategy: <i>The staff will have a school wide understanding of how to teach conventions and use the same terminology with colleagues and students throughout the school.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Graphic Organizers/Teacher Observation</i>
Intended Outcomes: <i>To train 100% of our instructional staff in how to teach conventions, school wide vocabulary to use and how to assess conventions</i>
Action Steps: <ul style="list-style-type: none">● <i>Train staff on how to teach conventions (November 2021-April 2022)</i>● <i>Train staff on common vocabulary to be use when working with conventions (November 2021-April 2022)</i>● <i>Training the staff on how to assess student use of conventions (November 2021-April 2022)</i>
Resources Needed: <ul style="list-style-type: none">● <i>School wide conventions instructional materials</i>● <i>Common rubric for conventions grading</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Time to provide the professional learning</i>● <i>Finding a conventions program (Mentor Text)</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: building background knowledge, vocabulary building
Foster/Homeless: N/A
Free and Reduced Lunch: building background knowledge, vocabulary building
Migrant: N/A
Racial/Ethnic Minorities: building background knowledge, vocabulary building



Students with IEPs: vocabulary building

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey/Student Survey</i>	<i>Staff Survey</i>	<i>Family Survey</i>
Problem Statement	<i>89 students out of 413 surveyed felt that they needed to talk to someone individually about their problems or concerns. They also feel they can't learn.</i>		
Critical Root Causes	<i>The isolation of online school has led to students not feeling they can persevere and work through problems without adult intervention.</i>		

Part B

Connectedness	
<p>School Goal: <i>To decrease the number of students who feel they need adult intervention to feel comfortable and positive about their own learning at school from 21% to 5% by May 2022, as measured by the Panorama Education Survey.</i></p>	<p>STIP Connection: <i>Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>We will provide class meetings, group counseling sessions with the counselor, and provide self-help training to students during lunch.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture EBI Level 4, Sanford Harmony EBI Level 4</i></p>	
<p>Intended Outcomes: <i>To decrease the number of students needing adult interventions.</i></p>	



Action Steps: <ul style="list-style-type: none">● Provide the lunchroom lessons starting in October 2021● Provide the group counseling sessions starting in October of 2021 and ending May 2022● Provide daily class meeting starting August 2021
Resources Needed: <ul style="list-style-type: none">● Counseling lesson
Challenges to Tackle: <ul style="list-style-type: none">● Continuing to monitor the students emotional state of mind throughout the school year
Improvement Strategy: We will provide opportunities for students to meet individually, in small groups or as a class to learn and implement strategies for dealing with their emotions.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony EBI Level 4</i>
Intended Outcomes: <i>We would like to reduce the number of students who feel they cannot learn or deal with emotional issues by 80 students. Continue to work with the students who need to have individual help as needed throughout the school year.</i>
Action Steps: <ul style="list-style-type: none">● The counselor will hold counseling sessions with individuals, small groups, whole classes, and grade levels● Classroom teachers will hold daily classroom meeting to discuss social issues and address them● The whole school will hand out “Paw Points” to encourage good social interaction and the ability to follow school procedures
Resources Needed: <ul style="list-style-type: none">● Panorama Data/Survey Results/Activities
Challenges to Tackle: <ul style="list-style-type: none">● Making sure we have the survey information and are able to provide timely intervention as needed based on school staffing limitations
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: peer modeling
Foster/Homeless: N/A
Free and Reduced Lunch: peer modeling



Migrant: N/A
Racial/Ethnic Minorities: peer modeling
Students with IEPs: peer modeling

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)
<i>General Funds</i>	\$48,979.38	Writing Resources, Student Mental Health, Educational Resources	Goal 1 and 2