Clark County School District

O'Roarke Elementary

2023-2024

School Performance Plan: A Roadmap to Success

O'Roarke Elementary *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: Kody Barto
School Website: https://www.oroarke-ccsd.net/
Email:
Phone: 702-799-6600
School Designations: **Title I**   **CSI**   **TSI**   **TSI/ATSI**

Our SPP was last updated on Click here to enter a date.

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 here.

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
Kody Barto	**Principal(s)** *(required)*
Jennifer Speakman	**Other School Leader(s)/Administrator(s)** *(required)*
Wendy Rogers, Lindsey Bailey, Alisha Casperson	**Teacher(s)** *(required)*
Christine Newson	**Paraprofessional(s)** *(required)*
Wendy Embleton	**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
OES SOT Reviewed 2022-2023 SPP	10/13/22	We will continue to work on writing as a school as well as look for ways to address vertical alignment through grade levels meeting to discuss standards that need to be addressed by the previous grade levels and those that have been successfully addressed.
OES SOT Review Status Check 1	2/9/23	We looked to see if we are successfully working toward our goals. We agreed that the data indicates we are on track to achieve our goals by May 2023.
OES Lead Team Meeting SPP Act 1	5/17/23	We looked at what we wanted to change for next school year. We do not have the 2022-2023 SBAC Results so we chose to keep the same goals for the time being.
OES SOT Meeting SPP/Act 1/Act 3 Review	5/18/23	We looked at what we wanted to change for next school year. We do not have the 2022-2023 SBAC Results so we chose to keep the same goals for the time being.
OES SOT Meeting SPP Act 1 Review	8/24/23	We looked reviewed the current SPP at the SOT Meeting.

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*
	Areas of Strength: Student writing is improving as we utilize monthly writing prompts to assess individual student growth.		
	Areas for Growth: Students need to continue to work on using correct conventions as they write.		
Problem Statement	*The students are struggling to apply vocabulary and conventions when creating a constructed response across the curriculum.*		
Critical Root Causes	*The lack of instruction on common vocabulary and the ability to self-correct constructed responses using proper conventions across the curriculum.*		

Part B

Student Success	
School Goal: *By the Spring 2024 MAP Assessment, decrease the number of K, 1 and 2 students in the Lo/LoAvg category in the area of Language Arts-Language and Writing by 5% in all grade levels.*	**Aligned to Nevada's STIP Goal:** *Goal 3 - All students experience continued academic growth.*
Improvement Strategy: With common instruction and practice teachers will effectively instruct students how to organize their thoughts and apply proper conventions throughout the writing process across the curriculum.	

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: MAP Growth Assessment EBI Level 3, Climate and Culture EBI Level 4*

Intended Outcomes: *With direct instruction and practice students will be able to apply vocabulary and conventions when creating a constructed response across the curriculum.*

Action Steps:
- *The teachers will instruct the students in their class how to use appropriate vocabulary and conventions to organize their thoughts and evidence during the writing process across the curriculum.*
- *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:
- Examples of activities and rubrics used to teach conventions
- Songs that teach conventions
- Common Integration of Writing Slides Document

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, vocabulary building and writing practice

Foster/Homeless: N/A

Free and Reduced Lunch: build background knowledge, vocabulary building and writing practice

Migrant: N/A

Racial/Ethnic Minorities: build background knowledge, vocabulary building and writing practice

Students with IEPs: text at the students reading level to write about, vocabulary building and writing practice

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Differentiate PD*	*PD-Graphic Organizers/Conventions*	*Continuous PD IN the Areas of Writing Organization and Conventions*
	Areas of Strength: Teachers effectively know their grade level standards and expectations.		
	Areas for Growth: Teachers need a better understanding of previous/upcoming grade levels standards and expectations.		
Problem Statement	*We need common expectations across the curriculum among all staff and grade levels when teaching/assessing proper conventions and constructed responses when writing.*		
Critical Root Causes	*Lack of clear expectations and communication among staff as to how to teach/assess proper conventions and constructed responses across the curriculum when writing.*		

Part B

Adult Learning Culture	
School Goal: Provide staff with a training on how to integrate common writing expectations across curriculum and use correct conventions as measured by the school-wide monthly writing prompts.	**STIP Connection:** *Goal 2 - All students have access to effective educators.*
Improvement Strategy: *We will provide PD to staff members to integrate common writing expectations and ways to teach conventions school wide.*	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: MAP Growth Assessment EBI Level 3, Climate and Culture EBI Level 4*	
Intended Outcomes: *The school staff will use common vocabulary, constructed response expectations and conventions with the students throughout the school.*	

Action Steps:
- *Provide staff development through staff meetings in the areas of common vocabulary, constructed response expectations and conventions. (September 2023-October 2023)*

Resources Needed:
- *Pacing Guide*
- *Grade Level Standards*
- *Common Integration of Writing Slides Document*
- *Learning Intentions*
- *Success Criteria*

Challenges to Tackle:
- *The time needed to provide the PD*
- *Consistent use of agreed upon constructed response expectations, vocabulary and conventions throughout the school*

Improvement Strategy: *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.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Graphic Organizers/Teacher Observation*

Intended Outcomes: *To train 100% of our instructional staff in how to teach conventions, school wide vocabulary to use and how to assess conventions*

Action Steps:
- *Train staff on common vocabulary to be use when working with conventions and expectations of constructed response writing (September 2023-October 2023)*
- *Provide time for dialogue between grade levels. (August 2023-May 2024)*

Resources Needed:
- *Common Integration of Writing Slides Document*
- *Common rubric for grading conventions*

Challenges to Tackle:
- *Time to provide the professional learning*
- *Finding a conventions program (Mentor Text)*

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

English Learners: building background knowledge, vocabulary building and writing practice

Foster/Homeless: N/A

Free and Reduced Lunch: building background knowledge, vocabulary building and writing practice

Migrant: N/A

Racial/Ethnic Minorities: building background knowledge, vocabulary building and writing practice

Students with IEPs: vocabulary building and writing practice

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Panorama Survey/Student Survey*	*Staff Survey*	*Family Survey*
	Areas of Strength: Students are seeking out adult help when needed and advocating for themselves.		
	Areas for Growth: We need to provide support to ensure less students need to talk to an adult and can instead use strategies taught to work through problems and persevere.		
Problem Statement	*1/3 of the students surveyed felt that they needed to talk to someone individually about their problems or concerns. They also feel they can't learn.*		
Critical Root Causes	*The isolation of online school has led to students not feeling they can persevere and work through problems without adult intervention.*		

Part B

Connectedness

School Goal: *To decrease the number of students who feel they need adult intervention to feel comfortable and positive about their own learning at school from 28% to 5% by May 2024, as measured by the Panorama Education Survey.*	**STIP Connection:** *Goal 6 - All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.*

Improvement Strategy: *We will provide class meetings, group counseling sessions with the counselor, and provide self-help training to students during lunch.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Climate and Culture EBI Level 4, Sanford Harmony EBI Level 4*

Intended Outcomes: *To decrease the number of students needing adult interventions.*

Action Steps:
- *Provide the group counseling sessions starting in August 2023 and ending May 2024*
- *Provide daily class meeting starting August 2023 and ending May 2024*

Resources Needed:
- *Counseling lesson*

Challenges to Tackle:
- 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)*: Sanford Harmony EBI Level 4*

Intended Outcomes: *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.*

Action Steps:
- *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:
- *Panorama Data/Survey Results/Activities*

Challenges to Tackle:
- *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)
General Funds	$48,979.30	Writing Resources, Student Mental Health, Educational Resources	Goal 1 and 2