



Clark County School District

William K. Moore ES

School Performance Plan: A Roadmap to Success

William K. Moore ES 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: Alexandra Robertson

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School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on November 26, 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/william_k.moore_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
Alexandra Robertson	Principal(s) <i>(required)</i>
Bertrand Christophe	Assistant Principal <i>(required)</i>
Kelly Leong	Assistant Principal
Erica Silas	Other School Leader <i>(required)</i>
Tyler Podvoll	Other School Leader
Sara Jefferson	Other School Leader
Jennifer Hutchinson	Other School Leader
Michele Caris	Teacher <i>(required)</i>
Annette Delgado	Teacher
Ramona Anchondo	Paraprofessional <i>(required)</i>
Marie Beltran	Parent <i>(required)</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	5/8/2024	Adjusted vision for the 24-25 school year regarding student success goals. The team agreed to increase growth targets to stretch goals.
Staff Kick-off	8/7/2024	Presented goals for the 24-25 school year for student success, adult learning, and connectedness.
SOT Meeting	8/28/2024	Reviewed student success, adult learning, and connectedness goals.
PTO Meeting	9/4/2024	Reviewed student success, adult learning, and connectedness goals. Specifically, it reviewed how parents can help the school with student success and attendance.
SOT Meeting	1/22/2025	Schoolwide Mid-Year Data Share; Fall to Winter MAP Growth and Student Success Goal; Attendance Data and Connectedness Goal
Staff Meeting	1/24/2025	Review School Performance Plan Goals for mid-year data check.



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	SBAC, MAP, WIDA	Panorama, CCSD Survey	Classroom Observations, Lesson Plans
	Areas of Strength: 23-24 MAP Growth in Math from Fall 2023 to Spring 2024. The median student growth percentile was in the 66th percentile.		
	Areas for Growth: Continue to stretch our growth percentile in Math and ELA from Spring 2024 to Spring 2025 as measured by the MAP assessment.		
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Problem Statement	<i>The problem we face is a lack of sufficient growth and proficiency in ELA and Math. Purposeful planning and engaging instructional delivery are needed to produce effective Tier I instruction in ELA and Math. Additionally, teachers lack the skill set in effective scaffolding and differentiation to ensure high growth for Tier II and Tier III students.</i>
Critical Root Causes	<i>Inconsistent Tier I curriculum delivery; Tier I & II groups were not strategically planned for to meet student(s) needs.</i>

Part B

Student Success	
School Goal: Increase the percentage of students meeting or exceeding the established growth target of 60th percentile and above in ELA from 40% in spring 2024 to 55% in spring 2025, as measured by the MAP® Growth™ Assessments.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: All students will engage in high-quality standards-based Tier 1 Instruction that is scaffolded to meet all students' instructional needs. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Envisions 2.0 - 3; HMH Into Reading - 2; Tier II instruction - 2; Exact Path - 2</i>	
Intended Outcomes: We will observe an increase in students meeting stretch growth in ELA and Math on their MAP Growth assessments in Winter 2024.	
Action Steps: <ul style="list-style-type: none"> Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines. Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 and Tier 2 instruction. Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks. The administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences with all teachers to support Tier 1 instruction. The administration will monitor and support the use of approved Tier 1 instructional materials by all teachers. The administration will monitor the use of CCSD Pacing Guides by all teachers to ensure instructional planning and delivery are aligned with the use of common summative and formative assessments. 	

**Resources Needed:**

- Envisions 2.0 materials
- HMH Into Reading materials
- 95 Core Phonics
- Exact Path
- CCSD Pacing Guides
- Focal Point
- Tier I and II instructional materials

Challenges to Tackle:

- Using and understanding the CCF-109s and lesson plan template effectively to stay on target in the classroom; administration reviewing lesson plans and CCF-109s during weekly walk-throughs.
- Scheduling PL opportunities during the 23-24 school year; developing a PL calendar and ensuring it is being implemented; Adjusting master schedule and scheduling/attending weekly PL meetings for staff to attend.

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

English Learners: Teachers will make sure they are supporting our diverse learners with effective differentiation and scaffolding implementation. Teachers will make sure they are teaching appropriate grade level standards and that the level of rigor is justified. Teachers will analyze and discuss student group data during coaching conversations with administration and/or learning strategists. School-wide EL strategies will be implemented to support English language learners.

Foster/Homeless: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Free and Reduced Lunch: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Migrant: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our specific learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Racial/Ethnic Minorities: Teachers will make sure they are providing the appropriate level of rigor while differentiating and scaffolding appropriately for our diverse learners. We will make sure we are meeting their academic needs when providing tiered instructional support.

Students with IEPs: We will implement and follow all IEPs, 504s, and BIPs to ensure that students can access instruction in the classroom. Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Special education teachers will be



provided with professional learning when it comes to writing and implementing IEPs and behavior plans. Special education teachers will attend PLCs with the general education teachers so they can better understand/provide equity and access to all our learners.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom Observations	PL around Tier I and Tier II instructional expectations Classroom observations and feedback cycles	Classroom Observations PL calendar PLC and Tier I instruction expectations
	Areas of Strength: Using correct CCF-109s, Completion and use of Master Schedule, Cohesive grade level teams, and classroom observations		
	Areas for Growth: Standard - Target - Task alignment, Effective lesson planning, Increased Tier I instruction effectiveness, Use of data to drive instruction, PLC structures to develop effective Tier I instruction		
Problem Statement	Teachers are not consistently engaging students with the daily learning intentions nor are they monitoring student success with the aligned success criteria.		
Critical Root Causes	Teachers were not being held accountable when it comes to effective instructional practices. Teachers also do not feel like they have a strong level of instructional capacity in the NEPF indicators and standards. In addition, the administration has observed a lack of understanding and application on how to use learning intentions and success criteria to engage students' metacognition, monitor learning, and adjust daily instruction and Tier I small groups.		

Part B

Adult Learning Culture	
School Goal: Increase the percentage of classroom observations where evidence of teacher and student engagement with posted daily learning intentions and success criteria from 50% in Spring 2023 to 100% by Spring 2024.	STIP Connection: Goal 2: All students have access to effective educators.



Improvement Strategy: Teachers will engage in effective Professional Learning Communities (PLC) to plan standards-based instruction, analyze assessment data, and respond using appropriate instruction for students during Tier I small groups.

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

Intended Outcomes: Increased understanding of standard-based instruction and the Teaching and Learning Cycle. Effectively using assessments to reassess the students promptly, to increase student achievement over time.

Action Steps:

- Teachers will engage in weekly PLCs to implement the Teaching and Learning Cycle: Plan Component.
- Teachers will utilize CCSD Pacing Guides and Teacher Clarity Guides in conjunction with the Teaching and Learning Cycle: Plan component for instruction.
- Teachers will collaborate to determine high-quality and rigorous common summative assessments for units of study.
- Teachers will complete one-on-one conference information in October and March.
- Teachers (as a grade level) will complete the Student Culture Needs Assessment and Monitoring Tool in September, December, and April.
- The administration will monitor each PLC to provide feedback, provide coaching, and determine differentiated action steps to support the capacity of each grade level and department in the effective implementation of PLCs.
- The administration will develop and support teacher leaders to facilitate PLCs.

Resources Needed:

- *Leadership team*
- *Professional Development*
- *District PLC expectations and accountability support*
- *Teacher Clarity guides for each subject*
- *Tier I pacing guides and curriculum*
- *Teaching and Learning Cycle*

Challenges to Tackle:

- Training Instructional coaches; Holding/Scheduling PL opportunities/meetings throughout the 23-24 school year.
- System and structures for a multi-tiered level of accountability in the instructional coaching framework; Administration creating/distributing an accountability document for all staff to understand and follow
- Workload; Administration making sure the workload is evenly and strategically distributed throughout the school year

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



English Learners: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.

Foster/Homeless: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.

Free and Reduced Lunch: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.

Migrant: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.

Racial/Ethnic Minorities: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.

Students with IEPs: Teachers will analyze and discuss Tier I instructional practices and strategies and become self-reflective. Teachers will analyze and discuss the process of unwrapping standards to align tasks to the rigor of the NVAC. Teachers will analyze and discuss student-specific data to effectively process the PLC structures appropriate for different student groups.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide Survey Attendance records	Districtwide Survey Staff survey	Districtwide Survey
	Areas of Strength: Parents feel that they and their child(ren) are supported and safe here at Moore ES		
	Areas for Growth: Need to positively target certain students/parents who are chronically absent and communication between administration and staff		
Problem Statement	Chronic absenteeism is at 36.3% (162 students) at Moore ES due to a disconnect with our school community.		
Critical Root Causes	There has been a disconnect with the school community at large with the importance of daily attendance and the impact of instruction to support student academic achievement.		

Part B

Connectedness	
School Goal: To increase school attendance for all grades K-5 through the efforts of all stakeholders. In 2022 -2023 chronic absenteeism was at 41%. 2023-2024 chronic absenteeism was at 36.3%. All stakeholders will play a vital role in increasing school attendance. Each stakeholder (parent, office staff, teacher, and administration) will have a specific role and responsibility to play for the 24-25 school year. The goal for the new school year will be to have our chronic absenteeism down to 30% by the end of the 2nd quarter.	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: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.	



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

Intended Outcomes: Parents and students feel more connected to the community at Moore ES.

Action Steps:

- Teachers will create open lines of communication
- Teachers will consistently record morning and afternoon attendance
- Teachers will notify the office of consecutive absences reaching 3 or more
- Teachers may be requested to attend scheduled attendance conferences
- The office will call parents regarding 4 or more tardies
- The office will call home after 3 or more consecutive absences
- The office will record the RPC in IC
- The office will schedule a meeting with the administration
- The administration will conduct parent meetings to communicate attendance
- The administration will explain the impact on learning
- The administration will remove barriers to regular attendance
- The administration will connect students and families to wrap around services: Boys Town
- The administration will initiate the CCF-731: Retention checklist

Resources Needed:

- Class Dojo
- Parent Portal
- Parent Letters
- Translation when needed
- School website communication
- School Newsletter
- Counselors
- Boys Town
- Truancy Officer

Challenges to Tackle:

- Scheduling meeting times for administration to meet with parents; Create a specific time (days/time slots) for administration to meet with parents
- Communication between all stakeholders; Create a weekly newsletter for all stakeholders, and send it through all forms of media



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

English Learners: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Foster/Homeless: Conduct regular visits to the student's home setting for social and emotional support. Monitoring students' engagement and academic progress during daily check-ins.

Free and Reduced Lunch: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Racial/Ethnic Minorities: Daily small group meetings for check-in as well as monitoring attendance patterns and monitoring students' academic/engagement progress, so we can provide differentiated instruction strategically.

Students with IEPs: Collaborate with SEIF, Counselor, Special Education teachers, and general education teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier 1 instruction.

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)
Strategic Budget	\$ 4,650,810.00	Staffing, Reading Skills Center, Imagine Learning	Student Success, Adult Learning Culture, Connectedness
Title I	\$295,260.00	Staffing, PISA, technology, supplies	Student Success, Adult Learning Culture, Connectedness