



## Clark County School District

# Lomie G. Heard ES

### School Performance Plan: A Roadmap to Success

*Lomie G. Heard 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:** Rebecca Mestaz

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**Phone:** 702-799-4920

**School Designations:**  Title I     CSI     TSI     TSI/ATSI

*Our SPP was last updated on 2/8/23*



## 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/lomie\\_g\\_heard\\_elementary\\_school\\_a\\_marzano\\_academy/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/lomie_g_heard_elementary_school_a_marzano_academy/2022/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
Rebecca Mestaz	<b>Principal(s)</b> <i>(required)</i>
Darren Jacobs	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Jessica Oliva	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Trulie Cottman	<b>Teacher(s)</b> <i>(required)</i>
Cristina Carrillo	<b>Paraprofessional(s)</b> <i>(required)</i>
Elizabeth Aguino	<b>Parent(s)</b> <i>(required)</i>
<i>n/a</i>	<b>Student(s)</b> <i>(required for secondary schools)</i>
<i>n/a</i>	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
<i>n/a</i>	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</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
Update after each outreach event.	Enter Date	<ul style="list-style-type: none"> <li>• Add lessons learned after each outreach event.</li> </ul>
Back-to-School Open House	8/5/2022	<ul style="list-style-type: none"> <li>• Solicited feedback from families regarding our school improvement initiatives</li> <li>• Offered a google form to address any concerns they may have</li> <li>• Feedback included satisfaction with school communication, but would like more individual communication from facilitators</li> <li>• Parents also requested clarification on the best place to go for information: website, social media, ClassDojo, etc.</li> </ul>
Team Meeting	9/20/2022	<ul style="list-style-type: none"> <li>• Reviewed spring data with staff</li> <li>• Shared the SPP: Roadmap school goals and improvement strategies</li> <li>• Reviewed action plan for a continuous improvement effort</li> </ul>
School Organizational Team (SOT) Meeting	10/2/2022	<ul style="list-style-type: none"> <li>• Discussed progress towards SPP: Roadmap goals and continuous improvement strategy efforts</li> <li>• Solicited input and feedback from participants</li> <li>• Reviewed strategic budget</li> </ul>



## 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>	NWEA MAP - 3 times a year SBAC - end of year WIDA - once a year	Panorama Survey Results School Climate Survey Data	Formative Assessment Data Summative Assessment Data Administrative Walkthrough Notes Lesson Plans
	Areas of Strength: Our ELA MGP Growth Indicator on SBAC is 54.5% which is 2.5 points above the district median.		
	Areas for Growth: Learners are overall low in their reading foundational and fluency skills. The percentage of learners who scored at or above SBAC ELA proficiency is 43.4%.		
<b>Problem Statement</b>	There is a concern in overall language arts proficiency with a significant gap between Hispanic and Caucasian learner groups: 16% of Caucasian learners scored below the 40th percentile; 29% of Hispanic learners scored below the 40th percentile; likewise, 35% of Caucasian learners met the 70th percentile target and 26% of Hispanic learners met the 70th percentile target.		
<b>Critical Root Causes</b>	Instruction should consistently include QTEL strategies No schoolwide research-based reading instructional program is currently mandated Need additional professional development to build proficiency in the skill of teaching reading		

#### Part B

Student Success
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<p><b>School Goal:</b> Increase the percentage of all learners proficient in reading (reaching the target of the 70th percentile or better) from 28% to 38% by 2023 as measured by NWEA MAP assessments; and decrease the gap between Caucasian and Hispanic learners (35% of Caucasian learners versus 26% of Hispanic learners)</p>	<p><b>Aligned to Nevada’s STIP Goal: 3</b></p>
<p><b>Improvement Strategy:</b> Provide daily research-based reading instruction to all students who are below grade level in reading.</p>	
<p><b>Evidence Level 1-Strong:</b> 2022 NWEA MAP proficiency scores 28% overall; Hispanic 26%, Caucasian 35%</p>	
<p><b>Intended Outcomes:</b> Teachers will become highly proficient in reading instruction, using research-based strategies.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Implement a research-based reading instructional program for all K – 5<sup>th</sup> below grade level readers.</li><li>● Identify all K – 5<sup>th</sup> students who are below grade level in reading, using an approved universal screening tool.</li><li>● Identify each below-grade level reading student’s area of strength and gaps (phonics, sight words, fluency, comprehension)</li><li>● Teachers will use individual student data to provide a personalized reading instructional program.</li></ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● Universal screening tool for identifying below grade level readers</li><li>● Assessment tools for identifying students’ reading skills: phonics, fluency, site words, comprehension</li><li>● Research-based reading instructional program, materials, and resources</li><li>● On-going professional development: reading instruction, assessment, data analysis, and making data-based instructional changes.</li><li>● On-going professional development on the topic of small group reading instruction</li></ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Shifting instructional paradigms</li><li>● Developing teacher expertise in reading instruction</li><li>● On-going training: reading instruction, assessment data analysis and data-based instructional changes</li><li>● Appropriate and adequate materials and resources</li></ul>	
<p><b>Improvement Strategy:</b> Implement a comprehensive monitoring system for all students who are below grade level in reading K – 5. Monitoring system will include frequent data checkpoints and data analysis of growth and gaps and will document changes made in response to data.</p>	



<b>Evidence Level 1-Strong:</b> 2022 NWEA MAP proficiency scores 28% overall; Hispanic 26%, Caucasian 35%
<b>Intended Outcomes:</b> Students will demonstrate consistent growth in reading skills: phonics, fluency, sight words, and comprehension.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Assess all students' reading levels using a universal screening tool</li><li>● Individual assessment of phonics, fluency, sight words, and comprehension for all below-grade level readers</li><li>● Use data to create personalized small group reading instruction.</li><li>● Frequently assess all below grade level readers (phonics, fluency, sight words, comprehension)</li><li>● Analyze individual student assessment data each week</li><li>● Use data to make immediate instructional changes</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Universal screening tool for reading levels</li><li>● Assessment Tools: phonics, fluency, sight words, comprehension</li><li>● On-going professional development to develop an understanding of how to analyze reading data</li><li>● On-going professional development of how to implement instructional change, based on learner data</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Paradigm shift: reading instruction is fluid and based upon weekly student data</li><li>● Knowledge: how to proficiently analyze data to use for instruction change</li><li>● Time and structure for balancing instruction, assessment, and data analysis</li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: <ul style="list-style-type: none"><li>● Weekly lesson plan review and feedback from coaching team</li><li>● Analyze WIDA data and cross reference WIDA with ongoing reading data</li><li>● Teachers implement QTEL strategies for ELs</li><li>● Instructional Rounds</li><li>● Quarterly analysis of EL's progress</li></ul> Foster/Homeless: <ul style="list-style-type: none"><li>● MLT team will provide wrap around support</li></ul>



**Free and Reduced Lunch:**

- MLT team will provide wrap around support

**Migrant:**

- MLT team will provide wrap around support

**Racial/Ethnic Minorities:**

- On-going professional development on Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)
- Book studies
- On-going data analysis: academic growth, gaps, behavior, absences, number of students in below vs. on grade level classes
- Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals

**Students with IEPs:**

- On-going collaboration between IEP and reading teachers: planning, instruction, assessment, data analysis and instructional changes

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- On-going collaboration between IEP and reading teachers: planning, instruction, assessment, data analysis and instructional changes

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>● NWEA MAP - 3 times a year</li> <li>● SBAC - end of year</li> <li>● WIDA - once a year</li> <li>● AimsWeb = 3 times a year</li> <li>● Sight Words - monthly</li> <li>● Fluency &amp; Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● District Climate Survey - end of year</li> <li>● PLC attendance/notes - weekly</li> <li>● Coaching Partnerships</li> <li>● District Mentorship Program</li> </ul>	<ul style="list-style-type: none"> <li>● Schoolwide MTSS Implementation</li> <li>● Tiered Instruction</li> <li>● Schoolwide Reading Intervention Room</li> <li>● School-Based Professional</li> </ul>



	<p>Progress Monitoring - monthly</p> <ul style="list-style-type: none"> <li>MAP Reader</li> </ul>	<ul style="list-style-type: none"> <li>Walkthrough Observational Data</li> </ul>	<p>Development (multiple times a week)</p> <ul style="list-style-type: none"> <li>District Staff Development Days</li> <li>ELMS Trainings</li> </ul>
	<p>Areas of Strength: As evidenced by walkthrough data, teacher lesson plans, student growth on MAP and school-based progress monitoring, administrative observations and evaluation conferences: 100% of ELA classrooms assigned the tier 3 intensive reading instructional program during the 2021-22 school year showed some degree of increased capacity in the skill of teaching reading and demonstrated increased proficiency.</p>		
	<p>Areas for Growth: All teachers need to increase their knowledge and efficacy in the area of teaching literacy and writing across all contents. This will be accomplished through a schoolwide implementation of the Step Up To Writing (SUTW) program, work with instructional coaches, and taking explicit phonics classes.</p>		
<b>Problem Statement</b>	<p>There is a concern that gaps in reading performance are not consistently addressed throughout the school; and a lack of morale to build one's capacity and efficiency when presented with resources.</p>		
<b>Critical Root Causes</b>	<p>Inconsistent analysis of student learning data            Inconsistent use of data to make instructional changes            Lack of professional development for developing proficient data analysis skills and aligned instruction</p>		

## Part B

Adult Learning Culture	
<p><b>School Goal:</b> By the end of the 2022-23 school year, 100% of our ELA teachers will increase their level of proficiency in research-based reading instruction. Growth will be determined by classroom observations, lesson plan content, and growth in student achievement.</p>	<p><b>STIP Connection:</b> <i>Goal 3</i></p>
<p><b>Improvement Strategy:</b> Develop and implement a systemic data tracking system that identifies and monitors reading progress for all learners who are below grade level, requiring tier 3 instruction.</p>	





<b>Evidence Level 1-Strong:</b> 2022 NWEA MAP proficiency scores 28% overall; Hispanic 26%, Caucasian 35%
<b>Intended Outcomes:</b> Kindergarten through 5 <sup>th</sup> grade teachers will administer reading assessments, analyze data, and devise instructional plans to match current data trends.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Assess all students' reading level using a universal screening tool</li><li>● Individual assessment of phonics, fluency, site words, comprehension for all below grade level readers</li><li>● Frequently progress monitor all below grade level readers on phonics, fluency, site words, and comprehension</li><li>● Analyze individual student assessment data each week</li><li>● Use data to make immediate instructional changes</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Professional development on reading assessment administration, organization of data, and data analysis</li><li>● Professional development on how to interpret and use reading data to inform effective reading instruction</li><li>● Assessment resources: universal screening tool and assessments for phonics, fluency, and comprehension</li><li>● Develop a schoolwide data analysis tool</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Building proficiency in research-based reading and writing instruction</li><li>● Paradigm shift to making regular, on-going instructional changes based upon student data</li></ul>
<b>Improvement Strategy:</b> Implement a schoolwide, research-based reading instructional program for all students who are below grade level in reading.
<b>Evidence Level 1- Strong:</b> 2022 NWEA MAP proficiency scores 28% overall; Hispanic 26%, Caucasian 35%
<b>Intended Outcomes:</b> Teachers will demonstrate consistent growth in effective reading instruction, measured by consistent student growth in reading skills: phonics, fluency, site words, comprehension skills across all contents.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Identify all K – 5<sup>th</sup> students who are below grade level in reading, using an approved universal screening tool</li><li>● Identify each tier 3 student's area of strength and gaps (phonics, site words, fluency, comprehension)</li><li>● Implement a research-based reading instructional program for all K – 5<sup>th</sup> below grade level readers</li><li>● Teachers will use individual student data to provide a personalized reading and writing instructional program</li></ul>



**Resources Needed:**

- Research-based reading program
- Professional development: small group reading instruction
- Professional development: elements of effective reading instruction

**Challenges to Tackle:**

- Paradigm shift: reading instruction is fluid and based upon weekly student data
- Knowledge: how to proficiently analyze data to use for instruction change
- Time and structure: balancing instruction, assessment and data analysis

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

English Learners:

- Weekly lesson plan review and feedback from instructional coaching team and administration
- Analyze WIDA data and cross reference WIDA with on-going reading data
- Teachers implement QTEL strategies from training
- Instructional Rounds
- Quarterly analysis of ELL progress

Foster/Homeless:

- MLT team wrap around support

Free and Reduced Lunch:

- MLT team wrap around support

Migrant:

- MLT team wrap around support

Racial/Ethnic Minorities:

- On-going professional development on Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)
- Book studies
- On-going data analysis: academic growth, gaps, behavior, absences, number of students in below vs. on grade level classes
- Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals



Students with IEPs:

- On-going collaboration between IEP and reading teachers: planning, instruction, assessment, data analysis and instructional changes



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Panorama Survey Results School Climate Survey Data CODY Core Values Data	District Climate Survey Attendance Observations of Participation in Meetings and Trainings School Committees Event Participation Retention/Turnover	District Climate and Culture Survey Attendance at: Open House, Parent/ Teacher Conferences, Afterschool Events, Volunteer Opportunities, School Organization Team (SOT) Infinite Campus Usage Report Parent Concern Form Data Canvas Analytics Parent Link Messages ClassDojo Communication Social Mediate Interactions (Facebook, Instagram, Twitter)
	Areas of Strength: There are a variety of two-way communication opportunities provided to families; Messaging always goes out in both English and Spanish, As evidenced by attendance, families are highly engaged in school events.		
	Areas for Growth: Ensure all families know all the places they can access for information beyond our school website, hard-copy flyers that go home, and parent-link phone/text messages.		
<b>Problem Statement</b>	Students, parents, and staff report that since distance education/isolation, the return to in-person learning has been challenging in regards to emotional regulation and social awareness.		
<b>Critical Root Causes</b>	Students with behavioral and social emotional needs. Lack of consistency in Social-Emotional Regulation strategies being taught Skills gaps across all contents, creating more challenges with instruction, materials, and resources		



## Part B

Connectedness	
<p><b>School Goal:</b> Increase the percentage of students who are participating in Cody Core Values lessons by showing engagement in learning by 35% as measured by classroom observations and CODY data.</p>	<p><b>STIP Connection:</b> <i>Goal 6</i></p>
<p><b>Improvement Strategy:</b> Implement a Schoolwide Character Development Program</p>	
<p><b>Evidence:</b> 4-Demonstrates a Rationale: staff, student, and parent input</p>	
<p><b>Intended Outcomes:</b> Students will consistently demonstrate behaviors that build an effective and safe learning community, honestly reflect on their attainment of each CODY core value, and be actively engaged in CODY core value lessons.</p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Schoolwide introduction of the school wide Social-Emotional Core Value Rubric: CODY (Caring, Ownership, Determination, Yet!)</li> <li>● Implementation of each core value through explicit lessons, opportunities to practice, consistent reinforcement, and daily reflection</li> <li>● Gather data on each core value as it is implemented, analyze data, revise based on the data</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● CODY Core Value Rubric</li> <li>● Core Value Lessons for each component</li> <li>● Schoolwide data tracking system to monitor progress</li> <li>● Schoolwide systemic reinforcement</li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● Time and structure to effectively train staff, students, and families</li> <li>● Consistent schoolwide implementation</li> <li>● Encouraging honest reflection from students on the attainment of each value</li> </ul>	
<p><b>Improvement Strategy:</b> <i>Implement a schoolwide weekly classroom meeting structure to build community within each class</i></p>	



**Evidence: 4-Demonstrates a Rationale: staff, student, and parent input**

**Intended Outcomes:** Students and teachers will build a cohesive, collaborative and caring learning environment within each class.

**Action Steps:**

- Identify a classroom meeting structure such as Restorative Practices Circles
- Professional Development on how to conduct a classroom meetings to build community and engage in restorative practices
- Provide model lessons, opportunities to observe, and collaborative planning time to prepare
- Create a structure to monitor implementation
- Set expectations and outcomes for the staff

**Resources Needed:**

- Classroom meeting resources
- Restorative Practices and Circles training
- Schoolwide systemic reinforcement/accountability

**Challenges to Tackle:**

- Ensuring the implementation will build a learning community and support the CODY core values rubric initiative

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

English Learners:

- Analyze WIDA data and cross reference WIDA with on-going reading data
- Teachers implement QTEL training
- Instructional Rounds
- Quarterly analysis of ELL progress

Foster/Homeless:

- MLT team wrap around support

Free and Reduced Lunch:

- MLT team wrap around support

Migrant:



- MLT team wrap around support

Racial/Ethnic Minorities:

- *On-going professional development on Equity, Access, and Diversity (CCSD Department of Equity and Diversity Department)*
- Book studies
- *On-going data analysis: academic growth, gaps, behavior, absences, number of students in below vs. on grade level classes*
- *Use the data to make changes as indicated by data: schoolwide, grade level, classes or groups, individuals*

Students with IEPs:

- On-going collaboration between IEP and reading teachers: planning, instruction, assessment, data analysis and instructional changes



## 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	5,695,765.29	All school personnel, supplies, prep buyouts, materials & resources necessary to the efficient functioning of the school. Training, resources and materials for writing, reading and math implementations.	Goal 3 & 6
Title I	327,540	One strategist to Student Support & Data Analysis One CSR teacher. Technology Resources to support learning. Extra Duty pay for teachers: collaborative planning and data analysis.	Goal 3
Read By Grade 3	94,969.6	One teacher to directly support building teacher proficiency in reading instruction and to increase student reading achievement.	Goal 3
At Risk	225,722.48	One strategist to support student achievement: reading and mathematics.	Goal 3
English Learner	525,429	One strategists to build EL students' proficiency in reading &	Goal 3





		<p>writing instruction and to increase student achievement in reading and writing.</p> <p>One instructional assistant to build EL students' proficiency in reading and writing instruction and to increase student achievement in reading and writing.</p> <p>Prep buyouts for teachers to provide time for data analysis, collaborative planning and aligned, rigorous data based instruction.</p> <p>Digital instructional programs and technology to support blended learning.</p> <p>English Language Development Instructional Program to support students acquisition of English and growth in WIDA.</p>	
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