



Clark County School District

Wendell P. Williams ES

School Performance Plan: A Roadmap to Success

Wendell P. Williams 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: Cynthia Ireland

School Website: wendellwilliams.net

Email: irelaca@nv.ccsd.net

Phone: 702-799-4760

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

Our SPP was last updated on 07/03/2023 .



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/wendell_p._williams_elementary_school/2023/nspf/.

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
Cynthia Ireland	Principal(s) <i>(required)</i>
Rajul Edmond	Other School Leader(s)/Administrator(s) <i>(required)</i>
Venissa Lindsey, Sherry Mosley, Bryre Holloway, Rochelle Hunt, Chris Wallis, Laura Ground, Kathleen Pomeroy, Debra Waters, Cassidy Forrester, Erin Durr	Teacher(s) <i>(required)</i>
Wilasha Hill	Paraprofessional(s) <i>(required)</i>
Taviette Allen, Damien Allen	Parent(s) <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
Meet and Greet	August 4, 2023	Parents and students meet the WPW staff, visit, classrooms, and receive schedules
Open House	September 23, 2023	Parents and students will learn about curriculum, schoolwide systems, behavior expectations, and schoolwide expectations
Monthly Pre-K Meetings	9/16, 10/20, 11/17, 12/15, 1/19, 2/16, 3/23, 4/20, & 5/18	Parents will learn strategies to support student learning in literacy, math, and social emotional development
SOT Meeting	May 22, 2023	SOT members discussed the goals and focus areas that will be addressed during the 2023 - 2024 school year.



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	<i>Fall MAP data</i>	Panorama Education Survey NDE School Climate Survey	ELA Walkthroughs Formal and Informal Observations
	Areas of Strength: 34 percent of the fourth grade students met the target of the 40th percentile ELA NWEA Map 2022-23. 39 percent of the students in grades K-5 met the 40th percentile on the NWEA Map Math 2022-2023 assessment.		
	<i>Areas for Growth:</i> Based on the Fall, ELA NWEA MAP 2022-2023 data, 31% of the students met the 40th percent threshold in Reading.		
Problem Statement	After reviewing FALL MAP 2022-2023 data it was determined that 69% of the students in grade K-5 scored below the 40th percentile in ELA.		
Critical Root Causes	<p>After reviewing student achievement data and classroom observational data we found:</p> <ul style="list-style-type: none"> A. Some teachers are providing inconsistent viable Tier 1 ELA instruction aligned with the NVACS B. Some teachers are not providing consistent Tier 2 and Tier 3 ELA instruction to close the achievement gap. C. Some teachers are not using district approved Tier 1 ELA materials. D. Some teachers are not consistently purposefully planning lessons embedded with meaning making, student discourse, and engagement. We were lacking an adopted reading curriculum, a comprehensive phonics curriculum, and a comprehensive intervention program for Tier 2 & 3 instruction. 		



Part B

Student Success	
School Goal: Increase the percent of K-5 students scoring above the 40th in ELA from 10% (fall) to 20% (winter) to 30% (spring) by May, 2024, as measured by MAP® Growth™ Assessments.	Aligned to Nevada's STIP Goal: Goal 3 All students experience academic growth
<p>Improvement Strategy: All students will receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the standards.</p> <p>Ensure that teachers in grades Kindergarten through fifth grade participate in the following professional development throughout the 2023 - 2024 school year:</p> <ul style="list-style-type: none">• Into Reading (HMH)• LETRS (Year 2)• 95 Phonics Core & 95 Phonics Core Intervention Materials• Amplify Science• The Teacher Clarity Playbook <p>Ensure that administration and learning strategists follow-up on the implementation of the following professional development to ensure that the implementation of the curriculum follows the scope and sequence and the Clark County School District pacing guides:</p> <ul style="list-style-type: none">• Into Reading (HMH)• LETRS (Year 2)• 95 Phonics Core & 95 Phonics Core Intervention Materials• Amplify Science• The Teacher Clarity Playbook <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>95 Percent Core Phonics EBI 2; Achieve3000 EBI 1; LETRS 3</i></p>	
<p>Intended Outcomes: The improvement strategies will assist teachers with purposeful planning, lesson design, high-quality Tier I instruction with the inclusion of small group differentiated instruction. Intervention blocks will be established that will allow teachers to focus on MAP RIT Bands as well as foundational skills. Students will spend time in the reading center focusing on literacy skills that will meet the needs of all learners in kindergarten through 5th grade.</p>	
<p>The following Action Steps will promote Continuous School Improvement:</p> <ul style="list-style-type: none">• Schedule professional development for Into Reading, LETRS, 95 Phonics Core, 95 Phonics Core Intervention Materials, and Amplify	



Science

- Create observation cycles to provide meaningful and timely feedback. The feedback will be utilized to strengthen the implementation of the curriculum throughout the school year
- Utilize the The Teacher Clarity Playbook daily to identify success criteria, learning progressions, and learning intentions for the upcoming week's lesson plans. Teachers will ensure that they have identified the success criteria and learning intentions that will be displayed in the classroom during the week.
- Design high-quality lesson plans with grade level content standards and the adopted CCSD curriculum
- Ensure that students are actively engaged in Tier 1, Tier 2, and Tier 3 instruction
- Ensure that all students in kindergarten through 5th grade are scheduled to visit the reading center throughout the week to receive additional literacy support
- Meet weekly for Professional Learning Community meetings to celebrate accomplishments, to discuss and analyze assessment data, to discuss reteaching strategies, review teacher exemplars, review student work, and to discuss next steps
- Participate in weekly RTI meetings to identify students in kindergarten through 5th grade to address academic and behavioral concerns and to incorporate progress and strategic monitoring for students as needed for reading
- Utilize Exact Path and Edulastic by following the implementation protocols with fidelity

Resources Needed:

- CCSD Adopted Curriculum TEs
- Edulastic
- Exact Path
- Professional Development Calendar
- Observation Cycle Calendar
- The Teacher Clarity Playbook
- CCSD Pacing Guides
- Long-Range Plans
- Curriculum Engine
- Walkthrough Observation Tools
- Reading Center Schedule
- RTI Protocols

Challenges to Tackle:

- Student Absenteeism - Form an attendance committee (Monica Porter, D'Metrius Richard, Cynthia Topson, and Attendance Clerk) to monitor absenteeism. An attendance policy will be shared with staff and families to ensure that everyone is familiar with attendance protocols. An attendance trophy will be awarded to the class with the highest average daily attendance each Friday.



Possible Solution - Activate an attendance committee so they can immediately begin tracking daily schoolwide.

[Attendance Incentives, 2022–2023](#) [Attendance Plan and Procedures](#)

Improvement Strategy: All students will receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the standards.

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

Intended Outcomes: Teachers will utilize enVisions and enhance lessons with performance tasks and aspects of rigor that will close the achievement gap in math.

The following Action Steps will promote Continuous School Improvement:

- Schedule professional development for enVisions
- Create observation cycles to provide meaningful and timely feedback. The feedback will be utilized to strengthen the implementation of the curriculum throughout the school year
- Utilize the The Teacher Clarity Playbook daily to identify success criteria, learning progressions, and learning intentions for the upcoming week's lesson plans. Teachers will ensure that they have identified the success criteria and learning intentions that will be displayed in the classroom during the week
- Design high-quality lesson plans with grade level content standards and the adopted CCSD curriculum
- Ensure that students are actively engaged in Tier 1, Tier 2, and Tier 3 instruction
- Meet weekly for Professional Learning Community meetings to celebrate accomplishments, to discuss and analyze assessment data, to discuss reteaching strategies, review teacher exemplars, review student work, and to discuss next steps
- Participate in weekly RTI meetings to identify students in kindergarten through 5th grade to address academic and behavioral concerns and to incorporate progress and strategic monitoring for students as needed for math
- Utilize Exact Path and Edulastic by following the implementation protocols with fidelity

Resources Needed:

- Envisions TEs
- ANET
- Exact Path
- Edulastic
- Professional Development Calendar
- Observation Cycle Calendar
- The Teacher Clarity Playbook
- CCSD Pacing Guides
- Long-Range Plans
- Curriculum Engine



- Walkthrough Observation Tools
- RTI Protocols

Challenges to Tackle:

- Some staff members may be reluctant to implement strategies learned during Professional Learning (PL) sessions; administration and strategists will model the use of PL strategies during staff meetings and whenever providing PL.

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

All subgroups will fall under the auspices of the Action Steps stated previously for all learners. Additional support for subgroups are as follows:

English Language Learners:

- Utilize Imagine Learning for 30 minutes daily
- Prepare students for the WIDA assessments
- Provide professional development and support for teachers on strategies that improve student achievement
- Utilize CTT's to assist with academics
- Monitor academic progress

Foster/Homeless:

- Monitor academic progress and SEL well-being
- Involve the counselor and social worker for wrap-around service and support

Free and Reduced Lunch:

- Utilize CTT's to assist with academics
- Monitor academic progress and SEL well-being
- Involve the counselor and social worker for wrap-around service and support
- Provide professional development and support for teachers on strategies that improve student achievement

Migrant:

- N/A

Racial/Ethnic Minorities:

- Utilize CTT's to assist with academics
- Monitor academic progress and SEL well-being



- Involve the counselor and social worker for wrap-around service and support
- Provide professional development and support for teachers on strategies that improve student achievement

Students with IEPs:

- Differentiate tiered Instruction
- Utilize CTT's to assist with academics
- Monitor academic progress and SEL well-being
- Involve the counselor and social worker for wrap-around service and support
- Provide professional development and support for teachers on strategies that improve student achievement
- Involve the SEIF to closely monitor IEP goals
- Provide inclusion opportunities



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC data, MAP data, Formative, Summative Assessments, Performance Tasks	Administration, ANET, Learning Strategists, TNT Coach	Weekly PLC's, Quarterly Data Meetings, Morning Meeting, Site-Based Collaboration, Professional Development, Purposeful Planning, RTI Protocols, Classroom Walkthroughs & Observations
	<i>Areas of Strength: 3 hours of 95 Percent Core Phonics training per grade level, Weekly Letrs professional Development sessions, Ongoing training, coaching and modeling from Bill Hanlon, 3 hours of training 95 Core Intervention training, ongoing coaching and modeling in ELA.</i>		
	Areas for Growth: <ul style="list-style-type: none"> Improved student and teacher attendance A growth-mindset embedded with NEPF Teacher Instructional Standards and Indicators - Standard 2, Indicator 4 - Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status Tier I instruction with the consistent implementation of Into Reading, enVisions, 95 Phonics Core, and Amplify Science 		
Problem Statement	After analyzing schoolwide student data, it was determined that Wendell P. Williams is in need of a district approved curriculum for Reading.		
Critical Root Causes	Tier I instruction was negatively impacted by teachers using materials that were not adopted by CCSD. Potential Solution: Teachers will receive professional development on the newly adopted ELA curriculum to ensure that that materials are implemented with fidelity.		



Part B

Adult Learning Culture	
School Goal: By May 2024, 100% of licensed staff will have implemented Exact Path to monitor the progress of students in reading and math throughout the school year. All students in kindergarten to fifth grade will have participated in Exact Path to increase their reading and math scores on their spring, 2024, MAP assessments in reading and math. Data on student progress will be shared weekly during Professional Learning Community meetings.	STIP Connection: Consistent collaboration opportunities will support Goal 1 and Goal 2 by impacting high-quality lesson design, high-quality lesson delivery, and high-quality instruction.
Improvement Strategy: Licensed teachers will participate in Exact Path training to ensure that all students in kindergarten to fifth grade access Exact Path daily to close reading and math deficits.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC Level 2, The research on PLCs that is cited here meets the definition of Level 1 research. The research cited focused on the impact on changing teacher practices when all PLC components were implemented. In addition, substantial research meeting levels 1-4 have been completed; they found that when implemented to a high level, PLCs had an impact on teachers' instructional practices and student achievement. Academic Studies Leading to ESSA Rating	
Intended Outcomes: To increase the number of students who meet their projected growth by 20% in Reading and Math using Fall, Winter, and Spring MAP Assessment data.	
Action Steps: <ul style="list-style-type: none">• Celebrate the success of students and teachers on the implementation and progress of kindergarten to fifth grade students utilizing Exact Path• Provide opportunities for targeted collaboration throughout the week (morning meetings, grade level planning meetings, vertical alignment meetings, and during weekly PLC meetings)• Monitor the effectiveness of each PLC meeting• Review Exact Path student reports for students in kindergarten to fifth grade for usage and progress in reading and math	
Resources Needed: <ul style="list-style-type: none">• Pacing Guides for ELA and Math• Long-Range Plans• Curriculum Engine• ANET	



- ELA Planning Document
- Math Planning Document
- Weekly PLC Data Form
- Weekly Exact Path reports for kindergarten to fifth grade students reading and math

Challenges to Tackle:

- Teachers may not have students to access Exact Path on a daily basis; therefore, student data for all students will not be shared during weekly PLC meetings.

Possible Solutions: Administration and the RBG3 strategist will closely monitor the use of Exact Path by kindergarten to fifth grade students in reading and math.

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

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources

Foster/Homeless:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources

Free and Reduced Lunch:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Provide whole class incentives
- Ensure families have access to resources
- Employ additional licensed professionals for class-size reduction
- Employ a learning strategist to provide coaching for licensed teachers and/or tiered interventions and acceleration for students
- Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk



- Implement wrap-around services to increase student attendance

Migrant: N/A



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Nevada School Climate/Social Emotional Survey	Administration, Teachers, Support Staff, School Social Worker, Counselor	Districtwide Survey Results
	<i>Areas of Strength: Student attendance is being celebrated with school wide incentives</i>		
	<i>Areas for Growth: Collaboration between the Community in Schools liaison, school clerk , Safe School Professional, and teachers is needed to improve student attendance.</i>		
Problem Statement	After reviewing chronic absenteeism data it was determined that students are not attending school regularly; therefore, the chronic absenteeism rate is extremely elevated.		
Critical Root Causes	An attendance committee has not been in place to consistently track the attendance for all classes in PreK to 5h grade. Potential Solution: Create an attendance committee to track the average daily attendance in PreK to 5th grade.		

Part B

Connectedness	
School Goal: Decrease the percentage of students in all ethnicities who are chronically absent from 60% in 2023 to 50% in 2024.	STIP Connection: (6) Teachers and staff will collaborate and follow the designated attendance protocols.
Improvement Strategy: Increase the average daily attendance from 50.5% to 70.5%	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>	
Intended Outcomes: To utilize the Community in Schools liaison to decrease the number of chronically absent students.	
Action Steps: <ul style="list-style-type: none"> Collaborate weekly with the attendance clerk Create incentives for daily perfect attendance schoolwide 	



- Identify chronically absent students using FocusED
- Create procedures for 3rd, 6th, and 9th absences
- Create individual incentive charts/procedures for chronically absent students
- Utilize the Community in Schools liaison to decrease the number of chronically absent students
- Ensure that students feel safe on campus

Resources Needed:

- Office Clerk
- Community in Schools Liaison
- Attendance Incentives
- Attendance Plan
- Counselor
- Teachers
- Social Worker

Challenges to Tackle:

- Chronic absenteeism has been a concern at Wendell P. Williams for several years according to the data calculated by FocusEd.
Potential Solution: Schedule a FocusEd training with the school clerk to ensure that she understands how to access data related to chronic absenteeism. Activate an attendance committee to ensure that they are familiar with the protocols of the Attendance Plan for the 2023-2024 school year.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?**English Learners:** Communicate with parents in English and Spanish

- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources

Foster/Homeless:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed



- Provide whole class incentives
- Ensure that families have access to resources

Free and Reduced Lunch:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources
- Implement wrap-around services, to increase student attendance, and/or evidence-based programs

Migrant: N/A

Racial/Ethnic Minorities:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources
- Implement wrap-around services, to increase student attendance, and/or evidence-based programs

Students with IEPs:

- Communicate with parents in English and Spanish
- Conduct daily check-ins with students
- Send truancy officers when needed
- Provide whole class incentives
- Ensure that families have access to resources
- Implement wrap-around services, to increase student attendance, and/or evidence-based programs



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	\$3,637,230.60	Staffing, Additional 19 minutes, Supplies, CTT, Staff Retention Pay	Goals 1, 2, 3
Title I Budget	\$142,570.00	Class Size Reduction, 1 first grade teacher, 1 second grade teacher	Goals 1, 2,3
At Risk Funds	\$452,437.35	Teacher, Learning Strategist, Purposeful Planning, Tutoring, CIS	Goals 1, 2, 3
ESSER	\$51,798.00	Site Based Technician	Goal 1, 2
Title III - EL Funds	\$2,160.000	Imagine Learning Licenses	Goals 1, 2, 3