



Clark County School District

Tom Williams

School Performance Plan: A Roadmap to Success

Tom Williams 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: Carrie Reasbeck

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Phone: 702-799-7179

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

Our SPP was last updated on 11/21/2022



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/tom_williams_elementary_school/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
Carrie Reasbeck [Williams, Tom ES]	Principal(s) <i>(required)</i>
Melissa Golino (Assistant Principal) Meredith Wallace (Assistant Principal)	Other School Leader(s)/Administrator(s) <i>(required)</i>
Elizabeth Duhl (Teacher) Claire Lustumbo (Counselor) Kevin Chamorro (Language Learning Specialist)	Teacher(s) <i>(required)</i>
Elaine Kanae	Paraprofessional(s) <i>(required)</i>
Leticia Parra Eloisa Garcia Alma Vega	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>



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	1/17/2023	SOT discussed progress towards SPP and goals. Adjusted goals to include "All" students AND "EL" students.
Coffee n' Conversation	1/13/2023	Parents provided feedback and gave input on the SPP.
Coffee n' Conversation	2/10/2023	Parents are supportive of our SPP, school, and initiatives



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, SBAC, STAR, WIDA, Imagine Learning	District-wide survey, Panorama	Classroom observations, PLC, Instructional Rounds, Math and ELA curriculum
	Areas of Strength: 73% of students met or exceeded their Fall 2022-Winter 2022 MAP Growth goal on one or more assessments.		
	Areas for Growth: increase student growth in all areas according to MAP and SBAC assessments.		
Problem Statement	<p>13% of all students are proficient in Math on the 2021 SBAC assessment according to 21-22 NSPF 29.7% of all students are proficient in ELA on the 2021 SBAC assessment according to 21-22 NSPF</p> <p>AB219 6% of EL students are proficient in Math on the 2021 SBAC assessment according to 21-22 NSPF 11.3% % of EL students are proficient in ELA on the 2021 SBAC assessment according to 21-22 NSPF</p>		
Critical Root Causes	<p>The lack of rigorous research based material, lack of consistent implementation of the NVACS. A lack of foundational instruction due to distance learning and/or absenteeism during COVID. Social Emotional learning and behaviors were impacted as a result of the pandemic and the lack of exposure to face to face interactions with peers and adults.</p> <p>AB 219 Identification of Root Causes</p>		



	<p><i>As evidenced by state assessment data and classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is that students lack consistent opportunities throughout the day for extended discourse on grade-level content.</i></p> <p>AB 219 Plans to address Root Causes <i>Tom Williams ES will provide professional learning focused on designing learning tasks for students that ensure reciprocal, academic discourse on grade-level content. Therefore, increasing the performance of English language learners in language proficiency and content achievement.</i></p>
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Part B

Student Success	
<p>School Goal: <i>Increase the percent of all students scoring above the 61st percentile in Math from 11% (fall) to 14% (winter) to 20% (spring) and (AB 219 Attainable quantitative goal) EL students from 4% (fall) to 7% (winter) to 12% (spring) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 13% to 18% and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 6.0% in 2022 to 11.0% in 2023.</i></p> <p><i>Increase the percent of all students scoring above the 61st percentile in ELA from 17% (fall) to 20% (winter) to 25% (spring) and (AB 219 Attainable quantitative goal) EL students from 8% (fall) to 8% (winter) to 13% (spring) by 2023 as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 24.5% to 29.5% and (AB 219 Attainable quantitative goal) EL students from 11.3% in 2022 to 16.3% by May 2023.</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 3-All students experience continued academic growth</p>
<p>Improvement Strategy: <i>Provide all students with rigorous Tier 1 instructions aligned to NVAC standards.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	

**Intended Outcomes:**

Student SBAC score will increase.

Action Steps:

- *Master schedule allows time for weekly PLC's.*
- *Ensure high quality Tier 1 and Tier 2 resources.*
- *Identify professional learning needs based on observational and instructional round data.*
- *Staff will attend district and site-based professional learning.*
- *Use multiple data sources to identify students in need of differentiation to close skill gaps.*
- *Implement a Tier 2 instructional model for differentiated instruction.*
- *Use data to regroup students quarterly in their walk to read and intervention blocks.*

AB 219 Identification of action steps

- *Deliver professional learning on best practices for instruction as identified through instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, etc...) as a means of raising the level of academic rigor among ELL students (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
- *Conduct classroom observations and instructional rounds to monitor how and when teachers are implementing best practices for instruction that support language development. For example, students participating in grade level extended academic discourse on a daily basis (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
- *Provide coaching and feedback on instructional practices following observations and instructional rounds (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*
- *Measures of Academic Progress (MAP) Growth Assessment Data will be used to monitor the impact of the implemented strategies on student learning and achievement (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).*

Resources Needed:

- Time to plan.
- Professional learning.
- Rigorous materials for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.
- Guest teachers for instructional walks and peer teacher observations/model lessons.
- Multiple sources of data (SBAC, MAPS, WIDA, common formative and summative assessments).
- *District ULD professional learning to support the high ELL population at Tom Williams.*

Challenges to Tackle:

- Time for teacher professional learning
- Time to plan and analyze data.
- Teacher implementation.



- Accountability for small group instruction.
- Guest teacher availability.

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

English Learners: Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure classroom support (EL strategies/Zoom) prek-3 experience growth towards ELA proficiency as measured by a variety of assessments. Team will utilize WIDA data and indicators to plan for professional learning. Utilization of the strategies presented in the ULD training. Title III money will be utilized to fund CTT's to support Tier 2 instruction during grade level intervention blocks.

AB 219 Plans to provide professional development

All educators at Tom Williams ES will participate in professional learning on best practices for instruction as identified through instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, etc...) and complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Tom Williams ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.

Foster/Homeless: Counselor, CIS, and Safe Schools Professional will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace, The Harbor, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Counselor, CIS, and Safe Schools Professional will collaborate with teachers, students and families to provide wrap-around services as needed.

Migrant: NA

Racial/Ethnic Minorities: Staff will collaborate to review data for racial/ethnic student groups.

Students with IEPs: Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLC's and collaboration with inclusion teachers.



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>Observation data Teacher evaluations</i>	Leadership team meetings Admin calibration meetings/observations	Behavior Data PLC meetings Grade level planning Professional Learning
	<i>Areas of Strength: staff climate and willingness to work to support students</i>		
	<i>Areas for Growth: Classroom management structures; tasks aligned to standards/rigorous Tier 1 instruction</i>		
Problem Statement	Teachers need time to unwrap standards and collaborate with their grade levels to analyze multiple measures of data and plan for high-quality Tier 1 and Tier 2 instruction.		
Critical Root Causes	The lack of understanding of vertical alignment, rigor, and grade level expectations (NVACS). Teachers must scaffold and provide skill-gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards. Understanding the benefits and components of PLC's.		

Part B

Adult Learning Culture	
School Goal: <i>Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2023 as measured by the master calendar and PLC meeting notes and observations.</i>	STIP Connection: 2- All students have access to effective educators
Improvement Strategy: A) Clear expectations for PLC and collaborative PLC meetings with LLS, RB3, and administrative team. B) Provide licensed staff the opportunity to engage in professional learning so they may refine their planning for and delivery of Tier 1 and Tier 2 instruction.	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2
Intended Outcomes: Teachers will provide purposeful, differentiated, Tier 1 and Tier two whole and small group instruction.
Action Steps: <ul style="list-style-type: none">● Provide professional learning on data-based, differentiated instruction.● Provide professional learning on data-based, Tier 1 and Tier 2 instruction.● Provide time for teachers to analyze data and purposefully plan for Tier 1 and Tier 2 instruction.● Continue to refine PLC structures to ensure rigorous Tier 1 instruction and teacher pedagogy.
Resources Needed: <ul style="list-style-type: none">● An expert facilitator for professional learning.● Time to plan and analyze data.● Time to provide teacher training.● Guest teachers for instructional walks, professional learning, and peer to peer observations.● PLC template to guide collaborative conversations and track unwrapping of standards, data, instructional plans, etc...
Challenges to Tackle: <ul style="list-style-type: none">● Time:<ul style="list-style-type: none">○ to provide professional learning.○ for instructional walks with lead team and teachers.○ to provide remediation to teachers that need additional support.○ for planning/PLC's.○ to plan and create materials and common grade level assessments.○ Collaborate and/or coach after observations and instructional rounds.● Teacher buy in and implementation.● Creating meaningful and informational professional learning.● Guest teachers to cover classrooms for peer observations and instructional rounds.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.
AB 219 Plans to provide professional development: All educators at Tom Williams ES will participate in professional learning on best



practices for instruction as identified through instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, etc...) and complete Understanding Language Development (ULD) professional learning series, sessions 1-4 to increase the knowledge and skills of teachers at Tom Williams ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.

Foster/Homeless: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Free and Reduced Lunch: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Migrant: NA

Racial/Ethnic Minorities: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.

Students with IEPs: Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District-wide survey, Panorama Survey</i>	District-wide survey	District-wide survey
	<i>Areas of Strength: Students feel safe at school</i>		
	<i>Areas for Growth: Improve upon students' attitudes towards learning.</i>		
Problem Statement	49.96% of students responded that they only volunteer to answer a question if their answer was correct, according to the 2021 District-Wide survey.		
Critical Root Causes	Students are lacking a growth mindset and have trouble accepting that making errors is part of the learning process.		

Part B

Connectedness	
<p>School Goal: Student responses will decrease from 49.96% to 39.96% on the district wide survey indicating they would be willing to answer a question even if they were not sure their answer was correct.</p>	<p>STIP Connection: 6 – All students and adults work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: The school counselor and teachers will provide lessons on growth mindset and emphasize the value of learning from our mistakes.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p>Intended Outcomes: Increase in student discourse to help ensure students will share answers even when uncertain of their correctness. There will be an increase of positive responses on the district wide survey reflecting that students feel safer answering questions even if they are unsure of the correct answer.</p>	

**Action Steps:**

- Increase discourse strategies (NEPF 3.1).
- Teachers will collaborate with the counselor on growth mindset lessons.
- Teachers will model acceptance of mistakes and how we can learn from them.

Resources Needed:

- Panorama Survey- School created survey which will include a question about how students feel safe when uncertain about their answer.
- Time for collaboration.
- SEL lessons.

Challenges to Tackle:

- Teachers create a safe environment where all students feel comfortable “being wrong.”
- Time to implement lessons.

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

English Learners: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

AB 219: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

Foster/Homeless: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

Free and Reduced Lunch: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family



surveys will be provided in the front office.

Migrant: NA

Racial/Ethnic Minorities: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

Students with IEPs: Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Supports for these students will be included during planning time. Families who are Spanish speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.



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 Fund	\$5,135,121	Staffing; Supplies; SLA's; prep buy-outs; extra duty pay; CTTs; 19 extra minutes of instructional time; Prep-buyouts; Add-on days for learning strategists to return prior to the start of their contract to deliver PD	Student success Adult Learning Culture Connectedness
Title I	\$338,010	CIS; Class-size reduction teachers; supplies; PISA	Student success Adult Learning Culture Connectedness
Title III	\$22,176.00	CTT	Student Success
ESSER III (23-24)	\$0		
EL Funding (weighed)	\$682,318	Licensed Staff (learning strategist; gen-ed teachers) Support Staff (tutors);	Student Success Adult Learning Culture
At Risk	\$68,941	Class-size reduction teacher	Student Success