



Clark County School District

Kitty Ward ES

School Performance Plan: A Roadmap to Success

Kitty Ward 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: Heather Fonte

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 10/01/2024



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/kitty_mcdonough_ward_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
Heather Fonte	Principal(s) <i>(required)</i>
Mariah Mears	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kathy Jagmin Kelie Grizzle Karly Alterwitz Nicole Barba Terra Thornton Anissa Stewart Marion Siguenza Victoria Horseman Crystal Spielberg	Teacher(s) <i>(required)</i>
Glenda Harris	Paraprofessional(s) <i>(required)</i>
Karly Alterwitz Mariah Mears Terra Thornton	Parent(s) <i>(required)</i>
Elisabeth Savran	School Counselor <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
SPP Team Meeting Part 1	10/6/22	Team agreed to change the third goal to attendance and to keep the first goal focused on MAP data for reading and math.
SPP Team Meeting Part 2	10/17/22	The team approved the rewritten and updated goals from our last meeting. (Goal 1 is the same, updated, and Goal 3 has been rewritten for social-emotional health and attendance.) The rest of the time was spent reviewing Goal 2. As a team, we decided to keep the goal but improve it. This goal focuses on the PLC process and ensuring 100% participation and buy-in.
Full Staff Meeting	10/25/22	A full staff meeting was held to discuss the data and the SPP Team's process to determine if goals needed to be adjusted or changed. The whole staff agreed on the goals and our next steps. They were proud of our school's progress.
SOT Meeting/Parent Meeting	10/25/22	The SOT Team reviewed the school data, the two adjusted goals, and the new goal for KW. They agreed to the goals and our next steps and were excited to see how much our data improved. They agreed that attendance and social-emotional health are concerns.
Full Staff Meeting	1/23/23	A full staff meeting was held to discuss the data and the SPP Team's process to determine if goals needed to be



		adjusted or changed. The whole staff was in agreement on the goals and our next steps. They were proud of our school's progress.
SOT Meeting/Parent Meeting	1/31/23	The SOT Team reviewed the mid-year school data. They were excited to see that we are on track to meeting our spring goals.
SPP Team Meeting	5/11/23	As the SPP Team, we met to review and discuss our data, and we completed the "now, next, need" note catcher to help us determine whether to keep or change our goals. We will be keeping our goals with minor adjustments.
SOT Meeting/Parent Meeting	5/16/23	The SOT Team reviewed the end-of-the-year school data. They agreed that even though we did not fully meet our goals, we were on the right track and should continue them.
SPP Team Meeting	9/14/23	The KW SOT team reviewed and approved the upcoming budget, staffing and School Performance Plan (SPP).
SPP Team Meeting	1/22/24	The KW SOT team reviewed and approved the upcoming budget, staffing, and our Act 2 Status Check for the School Performance Plan (SPP).
SOT Meeting/Parent Meeting	1/30/24	The KW SOT team reviewed mid-year data for our Act 2 Status check and approved our budget for the 24-25 school year.
SOT Meeting/Parent Meeting	4/30/24	The KW SOT team reviewed our progress with the weekly PLCs (Inquiry Area 2—Adult Learning Culture) and Panorama Data (Inquiry 3-Connectedness). Our PLC goals are still a work in progress, but we saw positive gains with our connectedness data for students. MAP data was not yet available.
SOT Meeting/Parent Meeting	5/21/24	The KW SOT team reviewed our MAP data. This was Inquiry Area 1 - Student Success. The data was not It



		was not available yet when we reviewed the SPP in April. Our Data showed that we surpassed our goal for math. As for reading, we increased, but we needed more to meet our goal. The new ELA curriculum might have contributed to this.
24-25 Goals		We will continue with our three goals but adjust to the first one, Student Success. We have been focusing on moving students to the 40th percentile and above in MAPS for ELA and math. We've learned that the 61st percentile and above is the SBAC predictor.
SOT Meeting/Parent Meeting	8/27/24	The KW SOT team reviewed and approved the 24-25 SPP.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences 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
	MAP and SBAC Data	Panorama Survey, PBIS Data	Common formative and summative assessments, weekly PLCs, Core Companions, instructional texts, PDs
Data Reviewed	<p><i>Areas of Strength: (23-24) We decreased the number of students below the 40th%ile in math from 30.37% to 21.54% (MAP fall to spring). Our staff consistently implements Number Talks and writing in math, and our teachers continue to advance their knowledge of the enVisions math program. Across all subject areas, our teachers work collaboratively in weekly PLCs to unwrap standards and ensure that student tasks are rigorous, meaningful, and aligned with the standards. We decreased the number of students below the 40th%ile in ELA from 28.69% to 26.73% (MAP fall to spring). Our teachers continue to advance their knowledge of the new HMH and 95 Phonics programs. Our teachers work collaboratively to unwrap the NVACS to ensure rigorous and meaningful tasks. Small group instruction will support every ability level in all subject areas.</i></p>		
	<p><i>Areas for Growth: As a staff, we are moving in the right direction but not yet at the desired level. We need to increase the level of meaningful engagement structures (Kagan), ensure all tasks are at a high level of rigor, scaffold lessons to support all students, and implement small groups targeted for interventions and enrichment.</i></p>		
Problem Statement	<p>We decreased students scoring below the 40th%ile in ELA (MAP fall to spring) by only 1.96% (28.69% to 26.73%). After reviewing data, attending PLC meetings, and conducting classroom observations, we determined a need to increase student engagement through academic discourse, stay consistent with targeted small group instruction, ensure all instructional tasks are rigorous and truly aligned to the standards, and delineate purposeful achievement data to inform instruction and address student learning needs. We also learning new reading and phonics programs (year two).</p>		
Critical Root	<p>Lack of rigorous tier I instruction, inconsistent small group instruction, learning new ELA materials, and alignment with the</p>		



Causes	NVACS standards.
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Part B

Student Success

UPDATED School Goal 24-25: Increase the percentage of students scoring above the 70th percentile in Math from 39% fall 2024 to 45% (winter) to 50% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

Kindergarten: 36%(fall)

First Grade: 45% (fall)

2nd Grade:47% (fall)

3rd Grade: 45% (fall)

4th Grade: 43% (fall)

5th Grade: 18% (fall)

Increase the percentage of students scoring above the 70th percentile in ELA from 45% fall 2024 to 50% (winter) to 55% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

Kindergarten: 27%(fall)

First Grade: 46% (fall)

2nd Grade: 51% (fall)

3rd Grade: 54% (fall)

4th Grade:45% (fall)

5th Grade:42% (fall)

Last Year's School Spring Data (Increase the percentage of students scoring above the 40th percentile in Math.)

Kindergarten: 76%(fall)

First Grade: 77% (fall)

2nd Grade: 68% (fall)

3rd Grade:76% (fall)

4th Grade: 66% (fall)

5th Grade: 61% (fall)

Aligned to Nevada's STIP Goal: (Goal 3) All students experience continued academic growth.



<p><u>Last Year's School Spring Data</u> (Increase the percentage of students scoring above the 40th percentile in ELA.) Kindergarten: 72%(fall) First Grade: 81% (fall) 2nd Grade: 69% (fall) 3rd Grade:71% (fall) 4th Grade: 67% (fall) 5th Grade: 71% (fall)</p>	
<p>Improvement Strategy: <i>Provide teachers with support and professional development to implement rigorous tier 1 instructional strategies and curriculum, continue with our PLC process and include learning intentions and success criteria, and continue to familiarize and utilize enVisions, HMH, Exact Path, Edulastic, 95 Phonics, etc.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVisions 2020 EBI level 3, HMH level 3 Actively Learn EBI 3, Achieve 3000 Lit. EBI level 3, Exact Path level 3, PSI EBI level 2, Number Talks EBI 1</i></p>	
<p>Intended Outcomes: All teachers will effectively deliver meaningful and rigorous tier 1 instructional strategies, including small group instruction and curriculum based on classroom observations, benchmark assessments, quick checks, teacher and student self-reflections, and formative and summative data review.</p>	
<p>Action Steps: The administration, RBG3, and the leadership team will all participate in bi-weekly to monthly data collection. This will determine what must be revised or improved to advance our goals.</p> <ul style="list-style-type: none">● <i>Weekly PLC meetings</i>● <i>Weekly RTI and PBIS meetings</i>● <i>Monthly leadership team meetings and cross-grade level instructional team meetings</i>● <i>Coaching Support</i>● <i>Classroom observations</i>● <i>Instructional Rounds</i>● <i>After-school "Text Talks" (article studies) focused on instructional best practices</i>● <i>Common formative and summative assessments, including data analysis</i>● <i>Professional Learning (8 MPs, engagement structures, writing across the curriculum, higher DOK level questioning, performance tasks)</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● Coaches	



- **Assessments**
- **Scheduled meetings and PLCs**
- **Professional Texts**
- **Instructional Walk data collection form**
- **Instructional materials**
- **Funds for extra grade level planning time**
- **Funds for professional development and texts/materials**

Challenges to Tackle:

- Professional resistance to true PLC collaboration and data analysis; the administration will continue actively participating in all PLC meetings to model the importance of collaboration on standards, assessments, and data.
- For teachers struggling with change/implementing a program or site expectations, the administration will ensure teachers in need are paired with mentors to receive additional targeted support.

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

English Learners: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Foster/Homeless: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Free and Reduced Lunch: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. They will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Migrant: N/A

Racial/Ethnic Minorities: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Students with IEPs: Providing Exact Path (ELA & Math), target small group instruction, meaningful and rigorous tier I instruction, true co-teach instructional models



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
	<i>Observation, Instructional Rounds, PLC Observations, Teacher Surveys, PLC Data</i>	<i>Observation Data, PLC Observations, Teacher Surveys, PLC Data</i>	<i>Observation Data, PLC Observations, Teacher Surveys, PLC Data</i>
Data Reviewed	<i>Areas of Strength: 100% of our teachers are attending PLCs weekly with their Core Companion Books. Our teachers have improved their practice of analyzing grade-level data, unwrapping the standards, developing grade-level formative and summative assessments, and attending professional development.</i>		
	<i>Areas for Growth: We must advance our PLCs to include developing learning intentions and success criteria. This will be new for all grade-level teams. We also want teachers to continue to view PLCs as a learning opportunity and a safe place to enhance their knowledge and practices.</i>		
Problem Statement	<i>Creating learning intentions and success criteria and referencing them throughout classroom instruction with students is new to all staff members for the 2023-2024 school year.</i>		
Critical Root Causes	Some teachers view sharing grade-level data as a competition or do not feel safe enough to share their thoughts and ideas. Creating and utilizing learning intentions and success criteria is new to the staff for the 23-24 school year.		

Part B

Adult Learning Culture	
<p>School Goal: <i>Increase the percentage of staff members who will be prepared for and fully participate in weekly PLC meetings from 70% to 100% by May 2025, as measured by the PLC outline/agenda, PLC observations, and teacher surveys. Teachers will consistently monitor student data, use the BAM assessment model when creating assessments, create learning intentions and success criteria, and actively participate in a safe, learning-centered environment.</i></p>	<p>STIP Connection: <i>(Goal 2) All students have access to effective educators</i></p>



<p><i>Increase the percentage of staff members who will understand the importance of all aspects of the PLC process from 70% to 100% by May 2025, as measured by teacher surveys and PLC observations. The teachers will engage in professional learning utilizing the materials provided (Teacher Clarity Playbook).</i></p>	
<p>Improvement Strategy: Provide teachers with professional learning emphasizing on unwrapping the standards, creating learning intentions and success criteria, building common assessments, and being prepared for school-wide meetings and PLC meetings. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC EBI Level 2</i></p>	
<p>Intended Outcomes: <i>Teachers will fully understand the importance of PLCs, data analysis, BAM, success criteria/learning intentions, and unwrapping the standards. Teachers will fully understand the importance of collaboration and active participation during all PLC meetings.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Teacher professional development via CCSD ELMS● Teacher professional development on campus● Leadership Team will participate in a book study● PLC outline development● PLC Agendas (outline for PLC)● Ticket out the door after meetings● Teacher Clarity Handbook	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>The Common Core Companions</i>● <i>PLC+ Book and Playbook</i>● <i>ELMS Registration Codes</i>● <i>Staff Development Days</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Lack of a “deep dive” into professional development due to time. The administration will find time before or after school to ensure PD opportunities are available for all staff members. This includes using funds to pay for PDs outside of contract time.</i>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our</p>	



students' needs. We will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Foster/Homeless: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Free and Reduced Lunch: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. Also, provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Migrant: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. They will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Three Square, clothing, donations, food donations

Racial/Ethnic Minorities: The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. They will also provide Exact Path (ELA & Math), target small group instruction, and meaningful and rigorous tier I instruction for all students.

Students with IEPs: Providing Exact Path (ELA & Math), target small group instruction, meaningful and rigorous tier I instruction, true co-teach instructional models.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey, FocusED</i>	District Survey	Infinite Campus, FocusED, Dojo, ParentLink



	<p><i>Areas of Strength: We increased our overall data on “Challenging Feelings” (mad, lonely, sad, or worried) from 53% (fall) to 56%(spring) for “responding favorably.” We also decreased our chronic absenteeism rate to 8.8% for the 23-24 school year.</i></p> <p><i>Areas for Growth: To decrease the percentage of students facing challenging feelings (4 questions: sad, lonely, mad, worried) at school and not wanting to attend class. To also decrease our chronic absenteeism rate from the previous school year.</i></p>
Problem Statement	<p><i>Students have shown an increase in facing challenging feelings (sad, lonely, mad, worried) per our Panorama Survey. Our chronic absenteeism rate has increased to 16.8% for the 2022-2023 school year. It is now at 13.8% (2022-2023), which is still too high.</i></p>
Critical Root Causes	<p>Students face challenging feelings (per Panorama Survey of 3rd-5th grade students), which could also contribute to our chronic absenteeism rate.</p>

Part B

Connectedness	
<p>School Goal: 23-24 School Year: We were able to decrease the percentage of students who are experiencing “Challenging Feelings” (sad: 54% (fall) favorably to 58% (spring), lonely: 59% (fall) to 60% (spring) favorably, mad: 47% (fall) to 51% (spring) favorably, worried: 50%(fall) to 55% (spring) favorably) from 53% overall favorably (fall) to 57% overall favorably (spring) as measured by the Panorama Survey for 3rd-5th grade students. (This is higher than the District average of 48%).</p> <p>Based on 24-25 Panorama Data, we will adjust our goal to focus on the overall averages for Challenging Feelings, Emotion Regulation, Positive Feelings, Sense of Belonging, and Social Awareness. Our goal is to increase these categories by +3%.</p> <ul style="list-style-type: none"> ● Challenging Feelings (fall) 53% positive ● Emotion Regulation (fall) 42% positive ● Positive Feelings (fall) 78% positive ● Sense of Belonging (fall) 73% positive ● Social Awareness (fall) 72% positive <p>Reduce the percentage of students chronically absent from school</p>	<p>STIP Connection: (Goal 6) All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>



from 10.9% (23-24 school year) to 6% (24-25 school year) from FocusED and the NV School Rating Report Card.

Improvement Strategy: *Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, & III) to encourage daily attendance and strategies to work through difficult/challenging feelings.*

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

Intended Outcomes: *To decrease the number of students facing challenging feelings (mad, lonely, sad, worried) from fall to spring and decrease the number of students who are chronically absent from school.*

Action Steps:

- *Data review of Panorama Survey & FocusED*
- *Weekly attendance reports*
- *Parent contact from the administration*
- *Develop and implement whole group and small group lessons to support how to handle challenging feelings and develop coping skills*

Resources Needed:

- *Materials for small group instruction (ReThink ED)*
- *Materials for tier I social-emotional/classroom guidance lessons with the school counselor*
- *PBIS rewards (individual and class)*
- *Implementation of the RCA House System this 24-25 school year*
- *Panorama Survey*
- *Hazel Health*
- *Care Solace*
- *FocusED*
- *School-wide Dojo and ParentLink*

Challenges to Tackle:

- *Encouraging students to come to school daily. We have new guidelines for teachers, the clerk, and the administration regarding "next steps" for each absence.*
- *Parent support to encourage students to go to school. Solution-based phone calls and conferences will be held with parents so we can work as a team to support students.*
- *Time for SEL lessons within the school day so students can share feelings and work through solutions so they will be excited to come to school.*



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

English Learners: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.

Foster/Homeless: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.

Free and Reduced Lunch: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.

Migrant: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.

Racial/Ethnic Minorities: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.

Students with IEPs: Our PBIS team will utilize Panorama data to determine which students require small-group lessons in SEL. The survey data may help us determine the root cause of why students are missing school. Our counselor will also provide targeted whole-class lessons focusing on their emotional learning. Our PBIS system is a proactive school-wide program that supports all students in making positive choices. The PBIS system is tiered to support all students at different levels.



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)
<i>General Budget</i>	\$70,000	<i>3 CCTs, technology, school supplies, tech programs, professional development pay for teachers</i>	2, 3, 6
Title III	\$1,500	Tutoring	2