



## Clark County School District

# Staton Elementary School

## School Performance Plan: A Roadmap to Success

*Staton Elementary School 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:** Jaymi Clemens

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**Phone:** 702-799-6720

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

*Our SPP was last updated on 1/28/2025*



## 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/ethel\\_w.\\_staton\\_elementary\\_school/2024/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/ethel_w._staton_elementary_school/2024/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
Jaymi Clemens	<b>Principal(s)</b> <i>(required)</i>
Kim Crowe	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Sarah Taylor, Jamie Landahl, Jasmine Bishop	<b>Teacher(s)</b> <i>(required)</i>
Julie Hosea	<b>Paraprofessional(s)</b> <i>(required)</i>
Tim Henderson, Amy Pal, Mitra McNally	<b>Parent(s)</b> <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
CIP Meeting	1/30/24	We reviewed the Winter MAP data and other applicable data; wrote Now, Next, and Need statements for the Status Tracker
CIP Meeting	5/7/24	We reviewed our Spring MAP data, Chronic Absenteeism data, and Tier 1 Monitoring Tool data. We discussed our SPP goals and decided to cancel two goals and update one goal. We created new action steps for each new goal.
SOT Meeting	5/14/24	We reviewed the work of the CIP team, including new goals and action steps. The SOT voted to approve the new SPP goals and action steps.
CIP Meeting	10/1/24	We reviewed 2024 SBAC and WIDA data, as well as Fall 2024 MAP data. We reviewed our goals and action steps to ensure they were still aligned with our needs. We decided to keep all goals and action steps the same
SOT Meeting	10/8/24	
CIP Meeting	1/14/25	We discussed Winter '24 MAP data, as well as behavior and Tier 1 Monitoring Tool Data. We reviewed all goals and action steps.



SOT Meeting	1/28/25	We discussed Winter '24 MAP data and reviewed the CIP team's recommendations moving forward.
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## 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 Data, Classroom Assessments (formative and summative)	Panorama Survey Results; Counselor Referrals; Counselor Caseload; Counselor Monthly Lessons; Districtwide Survey results	HMH Curriculum
	<i>Areas of Strength: On the 2024 Spring MAP Math assessment, 3rd grade had a conditional growth index of 1.99 and 4th grade had a conditional growth index of 1.54.</i>		
	<i>Areas for Growth: Our reading growth was much lower than our math growth for the 23-24 school year, and our reading achievement levels were lower than in years past.</i>		
Problem Statement	<i>Our reading achievement on the Spring MAP assessment was low, in comparison to years past, especially in our intermediate grades. When students do not score in the proficient range on MAP in the intermediate grades, they will likely not be proficient on SBAC. We must ensure that our students are reaching proficiency through the use of high-quality, Tier 1 materials. The following are the percentage of students scoring above the 61st percentile on the Spring 2024 MAP Reading assessment: Third Grade: 60%, Fourth Grade: 55%, and Fifth Grade: 48%.</i>		
Critical Root Causes	Reading achievement fell this year due to the implementation of a new reading curriculum (HMH Into Reading). The teachers were unfamiliar with both the content and the spiraling nature of the program. Through continued, targeted professional development, we will increase the teachers' knowledge of the program and refine their instructional practices to best suit the needs of our students, to ensure that students will reach proficiency.		



## Part B

Student Success	
Increase the percentage of students scoring above the 61st percentile on the MAP Reading assessment as follows: By Winter 2024 all intermediate grades will have at least 60% of students scoring above the 61st percentile and by Spring 2025 all intermediate grade levels will have at least 65% of students scoring above the 61st percentile.	<b>Aligned to Nevada's STIP Goal:</b> Goal 3 – All students experience continued academic growth.
<b>Improvement Strategy:</b> Teachers will set reading learning goals and action steps for students and create action steps that are monitored for attaining those goals.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Exact Path (2)</i>	
<b>Intended Outcomes:</b> <i>Teachers will set individual reading learning goals and action steps with students based off of their MAP scores. All goals will be aligned to specific, measurable action steps that the students will monitor weekly for progress.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Provide professional learning on goal setting, action steps, and utilizing MAP reports to determine growth goals.</li><li>● Set goals with all students, monitor goals weekly with students, and make adjustments as necessary.</li><li>● Implementation of Tier I instruction using HMH Into Reading will be monitored using the CCSD framework and Tier I Monitoring Tool to ensure that teachers are successfully implementing the program.</li><li>● Utilize ExactPath to ensure that students are working on skill deficit areas identified by the MAP Assessment.</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Teacher training</li><li>● Time to plan and analyze data during common grade level planning periods</li><li>● Goal setting/tracking documents</li><li>● Common formative and summative assessments</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time to plan and analyze data; we will schedule this in our weekly PLC+ meetings</li><li>● Time to provide teacher training; we will schedule this during the staff development days and staff meetings</li><li>● Teacher buy in and implementation; we will ensure implementation through observations</li></ul>	



- Time to meet with students individually; teachers will schedule time for student conferences as part of their weekly reading blocks

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

English Learners: Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for English language learners that will assist them in meeting their growth goals. Utilize HMH Into Reading ELL scaffolds and supports that are written into the program.

Foster/Homeless: Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with wrap-around services as needed. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Free and Reduced Lunch: Counselor will collaborate with the classroom teacher and work with families to support their academic learning. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk.

Racial/Ethnic Minorities: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth and achievement goals.

Students with IEPs: Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices and strategies for students who are at-risk in order to meet growth goals. Resource and self-contained teachers will be trained on Tier 1 instructional materials (HMH Into Reading and Core 95 Phonics) in order to utilize high-quality, Tier 1 materials that are evidence-based with their students to ensure that instruction is aligned with the general education classrooms.







## 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, Classroom Assessments (formative and summative)	Observation Notes, Coaching/Feedback Notes; Instructional Rounds; Professional Development Agendas; Professional Development Feedback Surveys	Weekly Calendared Observations and Feedback Meetings; Instructional Rounds; Professional Development Agendas; RTI Meeting Notes
	<i>Areas of Strength:</i> We exceeded our goal of increasing differentiation in classrooms from 5% to 25%		
	<i>Areas for Growth:</i> Using the Tier 1 Monitoring Tool, it was found that only 25% of observed classroom lessons included differentiation. In order to ensure adequate student growth, differentiation must be provided for all students, including both remediation and extension.		
Problem Statement	In order to ensure that individual student needs are being met, teachers must differentiate Tier 1 instruction appropriately.		
Critical Root Causes	Teachers are not currently purposefully planning for appropriate differentiation, using Tier 1 materials, in order to meet the individual needs of students.		

### Part B

Adult Learning Culture	
<b>School Goal:</b> Increase the number of lessons that include differentiation from 25% to 40% as measured by the Tier 1 Monitoring Tool from Fall to Winter 2024 and 60% by Spring 2025.	<b>STIP Connection:</b> 2 – All students have access to effective educators
<b>Improvement Strategy:</b> Teachers will analyze their data (common formative/summative, MAP, etc.) to determine appropriate differentiation for their students to ensure that students' individual learning needs are met.	



<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EBI 2</i>
<b>Intended Outcomes:</b> Teachers will purposefully plan appropriate differentiation to meet the individual learning needs of their students.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● Provide professional learning on differentiation strategies that will be used during Tier 1 instruction.</li><li>● The PLC+ model will be used to collaboratively plan for differentiation using data from common formative and summative assessments.</li><li>● Instructional Rounds will be used to observe/monitor differentiation using the Tier 1 Monitoring Tool.</li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Differentiated PD on differentiation using materials from the approved Tier 1 curriculum.</li><li>● Time to analyze data.</li><li>● Time to plan for appropriate differentiation.</li><li>● Substitutes and schedules for instructional rounds.</li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Time; we will schedule time to analyze data and plan for differentiation during our weekly PLC meetings.</li><li>● Teacher buy in and implementation; we will ensure implementation through observations and instructional rounds, using the Tier 1 Monitoring Tool.</li><li>● Creating differentiated, meaningful, and informational professional learning; this will be done at the beginning of the 24-25 school year.</li><li>● Substitutes; we will attempt to secure substitutes well in advance of our instructional rounds, from our available pool of regular subs.</li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
<p>English Learners: Students will be provided vocabulary-rich scaffolded support in Tier I instruction as well as in small groups. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for English language learners to be successful in Tier 1 tasks. Seek teachers to attend the QTEL institute to increase instructional pedagogy around ELL strategies.</p> <p>Foster/Homeless: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.</p>



Free and Reduced Lunch: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Racial/Ethnic Minorities: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.

Students with IEPs: Support for these students will be included during planning time. Provide professional learning opportunities for teachers and other licensed personnel regarding effective instructional practices, strategies, and scaffolds for students who are at-risk to be successful in Tier 1 tasks.



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Staton behavior referrals in Infinite Campus for the 23-24 school year.	Staton behavior referrals.	Staton behavior referrals.
	<i>Areas of Strength:</i> Staton has implemented a Tier 1 school wide PBIS system that includes a behavior matrix, school wide positive behavior tickets and rewards, a behavior flow chart, and a Zen Den.		
	<i>Areas for Growth:</i> Staton needs to create a system for Tier 2/Tier 3 behavior MTSS structures. Teachers must be trained in these systems and structures and implement them with fidelity.		
<b>Problem Statement</b>	During the 23-24 school year, Staton had an average of 37 behavior referrals per month. We know that student behaviors interrupt instruction and interfere with the learning of students. We need to decrease the number of behavior referrals in order to increase the amount of time spent on instruction in the classrooms.		
<b>Critical Root Causes</b>	Students do not have an understanding of appropriate behavior at school. Students with repeated behavior referrals need targeted supports in order to improve their behaviors.		

### Part B

Connectedness	
<b>School Goal:</b> Reduce the average monthly behavior referrals from 37 to 25 from August to December 2024 and from 25 to 20 from January to May 2025.	<b>STIP Connection:</b> 6 – All students and adults work together in safe environments where identities and relationships are valued and celebrated.
<b>Improvement Strategy:</b> The behavior strategist, counselor, and admin will work together to refine the school wide PBIS structures, including creating a system for Tier 2 and Tier 3 behavior supports for students with repeated behavior referrals.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>EBI - 4</i>	
<b>Intended Outcomes:</b>	



We will decrease the average number of behavior referrals in Infinite Campus from 37 to 25 from August through December 2024.

**Action Steps:**

- Admin/counselor/behavior strategist will work together to create a behavior Tier 2 MTSS system.
- Behavior strategist will create and facilitate a PD for staff, training them on the behavior Tier 2 system.
- Counselor/behavior strategist will support students in Tier 2 with behavior interventions.
- Behavior strategist will support classroom teachers with classroom management strategies.

**Resources Needed:**

- Time to deliver Tier 2 PD to the whole staff
- Structures for behavior Tier 2 MTSS system

**Challenges to Tackle:**

- We need to create the Tier 2 and 3 system and structures, and then train staff on them.
- We need time to provide the PD
- We need to plan interventions for students in Tier 2 or 3

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

English Learners: All students will receive these supports. We will work with families, utilizing translation services if necessary, to ensure that all parents/guardians who may not speak English as a first language understand the behavior requirements and work with these families to ensure they are supported if their children have behavioral challenges at school.

Foster/Homeless: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school

Free and Reduced Lunch: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.

Racial/Ethnic Minorities: All students will receive these supports. We will work with families, utilizing wrap-around services if necessary, to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.



Students with IEPs: All students will receive these supports. We will work with families to ensure that all parents/guardians understand the behavior expectations and work with these families to ensure they are supported if their children have behavioral challenges at school.

## 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	\$4,870,633.55	Staffing and Supplies	1, 2, and 3
At-Risk and EL Weighted Funds	\$276,769.85	Staffing	1, 2, and 3