



Clark County School District

C.P. Squires Elementary School

School Performance Plan: A Roadmap to Success

C.P. Squires 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: Tiffany Burlacu

School Website: <https://www.squireselementary.com/>

Email: milletr@nv.ccsd.net

Phone: 702-799-7169

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 6/16/23



School Demographics and Performance Information

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/c_p_squires_elementary_school/2022/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
Tiffany Burlacu	Principal
Patrick Grass	Assistant Principal
Lynn Ivey	Assistant Principal
Courtney Lohuis	Teacher
Myriam Santiago Hernandez	Family and Community Outreach Specialists
<i>Maria Hernandez Perez</i>	Parent
<i>April Haskin</i>	Special Education Facilitator/Behavior Interventionist
<i>Deb Laboy</i>	Teacher
Lisa Sasse	Literacy and Language Specialist
Beth Glazman	Teacher
Lisa Montoya	Teacher
Julie James	Teacher

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
Act 3 Event 9 Reviewing Our Journey	10/11/22	Status Check Review/ Roadmap Revisions
Act 3 Road Map Revision	10/18/22	Status Check/ Roadmap Revisions
Act 3 Road Map Revision	10/25/22	Status Check/ Roadmap Revisions
SOT Meeting	10/26/22	Roadmap Revisions Feedback/Adjustments
SOT Meeting	1/26/22	Plan of Operations Planning Meeting
Community Meeting	1/30/23	School Policies/ Data Review/Plan of Operations Overview
Status Check- CIP Team Meeting	1/31/23	Status Check/ Revisions as Needed
Status Check- CIP Team Meeting	2/7/23	Status Check/ Revisions as Needed
SOT Meeting	2/9/23	Plan of Operations
SOT Meeting	5/18/23	Act 3 Reviewing Our Journey/ Act I Discussion
CIP Meeting	6/6/23	Act 3 Reviewing Our Journey/Act 1
CIP Meeting	6/8/23	Act 1



SOT Meeting	6/15/23	Act I Review/ Feedback/Vote
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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	Nevada School Performance Framework SBAC; MAP; WIDA	Culture and Climate Survey Results Panorama Survey Results	Administrative Observation Data PLC Minutes
Problem Statement	Based upon data analysis conducted at C.P. Squires Elementary School, student proficiency rates have increased in both reading and mathematics; however, student proficiency rates are still below the state targets.		
Critical Root Causes	Inconsistent delivery of tier 1 instruction; inconsistent use of adopted instructional materials and pacing guides to meet the needs of all students; inconsistent use and availability of standards-based supplemental materials; and a school-parent partnership not primarily focused on student achievement.		

Part B

Inquiry Area I- Student Success	
<p>School Goals: Increase the percentage of students in K-5th grade scoring above the 40th percentile in Reading from 37 % in Spring of 2023 to 47% by Spring of 2024 as measured by MAP Growth Assessments.</p> <p>Increase the percentage of students in K-5th grade scoring above the 40th percentile in Math from 34% in Spring of 2023 to 44% by Spring of 2024 as measured by MAP Growth Assessments.</p>	<p>Aligned to Nevada’s STIP Goals: Goal 2- All students have access to effective educators Goal 3- Ensure all students experience continued academic growth. Close Opportunity Gaps.</p>
<p>Improvement Strategy: All students will engage in high-quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD-adopted curricular materials, pacing guides, and Tier I MTSS Teaching Expectations.</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level

Intended Outcomes: Successfully provide students with access to high quality instruction. Increase student proficiency in reading and math while increasing the percentage of students performing above the 40th percentile as measured by the MAP growth assessments.

Action Steps:

- Teachers will participate in weekly PLC meetings to unwrap standards, align assessments. plan instructional strategies and analyze formative data.
- All teachers will deliver high quality, rigorous Tier I reading and math instruction utilizing the Nevada Academic Content Standards, CCSD adopted curricular materials , pacing guides and Tier I MTSS Teaching Expectations.
- Teachers will utilize student achievement data and teacher instructional capacity to develop the professional learning plan focused on Tier I MTSS Instruction, MTSS teaching and learning expectations, PLC framework, and CCSD Pacing Guides.
- Administrators will conduct weekly review of lesson plans to ensure pacing guides and adopted instructional materials are consistently used school-wide.
- Frequent formal and informal administrative classroom observations with actionable feedback to monitor the effectiveness of instruction, standard's aligned learning tasks, and adopted curricular material usage.

Resources Needed:

- CCSD Adopted Curricular Materials
- CCSD Pacing Guides
- Professional Learning Plan
- PLC Tracking Materials and Guidelines

Challenges to Tackle:

- Absenteeism - Implement school-wide attendance plan from the beginning of the school year in addition to attendance incentives for students and families.
- Staffing - Secure two Substitutes on Special Assignment (SOSA) and fill vacancy positions.
- Time and Scheduling- Review and restructure master schedule to align with allocated minutes, adapt master calendar to schedule weekly PLC meetings, RTI monitoring meetings, and professional learning sessions.

Improvement Strategy: All K-5 teachers in collaboration with learning strategists and designated support staff members will participate in delivering targeted tier II instruction in both reading and math.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH EBI Level 3, enVision Math EBI Level 3; CORE 95 Phonics Level 3

Intended Outcomes: Increase student proficiency in Math and Reading while increasing the percentage of students that are meeting their



adequate growth goal. Provide research- based intervention and acceleration strategies to fill gaps and extend learning. Increase students' understanding of reading foundational skills and strengthen skills needed to comprehend and respond to informational and literary text. Increase students' understanding of number sense and other foundational math skills.

Action Steps:

- *Administrative creation of professional learning plan for staff focused on HMH; CORE 95 Phonics, Exact Path and enVision Math Kits*
- *Teachers will analyze student data from administration of Universal Screeners and Benchmark Assessments to group students based upon needs to create intervention and acceleration sessions during WIN intervention and acceleration sessions.*
- *Student progress will be consistently monitored utilizing the adopted progress monitoring tool by classroom teachers.*
- *Data will be analyzed monthly during RTI meetings. Progress monitoring data will be utilized to drive instruction.*
- *All students will engage in scheduled WIN intervention/acceleration sessions will CORE 95 Phonics/ HMH curricular materials for reading and enVision Math Intervention Kits for math.*
- *Administrative observations of WIN rotations to provide actionable feedback and support to WIN instructors.*
- *Conduct RTI meetings every 6 weeks to monitoring students' progress in both reading and math through data discussions.*
- *Teachers will adjust student learning pathways regularly based upon evidence of learning generated by students.*

Resources Needed:

- *Adopted curricular materials, monitoring tool and manipulatives*
- *Data Reports*

Challenges to Tackle:

- *Absenteeism - Implement school-wide attendance plan from the beginning of the school year in addition to attendance incentives for students and families.*
- *Staffing - Secure two Substitutes on Special Assignment (SOSA) and fill vacancy positions.*

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

English Learners: ULD/QTEL Training, Reading Skills Center, PLC meetings, Imagine Learning, small group instruction/support/intervention, after school tutoring, scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services, Family Center, translation services, Rise and Shine club

Foster/Homeless: Counselor, Student Success Advocate, and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with community partners and organizations to provide workshops and wraparound services, Rise and Shine club



Free and Reduced Lunch: All Squires Elementary School students are FRL. Students are provided daily breakfast and lunch at no charge. Students are provided with school supplies, Chromebooks, and hotspots as needed. Students in need are provided weekend food bags. Counselor and Family and Community Outreach Specialists assist families in accessing medical and other essential services. *Title I Hope, School Bell, Three Square, Wraparound Services, Rise and Shine club*

Migrant: QTEL Training, Reading Support Center, PLC meetings, Imagine Learning, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path. MTSS as needed. Title I Hope, School Bell, Three Square,, Wraparound Services, Rise and Shine club

Racial/Ethnic Minorities: PLC's, small group instruction/support/intervention (designated support staff), scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services. Diversity and ethics support provided by CCSD, Rise and Shine club

Students with IEPs: PLC's, Focus on individual student goals, scaffolded instruction with a vocabulary focus and individual student goal in math that is reviewed at least quarterly and new goals created once current is achieved. Khan Academy. Exact Path, CORE 95 Phonics, Rise and Shine club



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, PLC Minutes</i>	<i>Observation data, PLC Minutes</i>	Staff survey data, observational notes, PLC notes
	<i>Areas of Strength: Teachers utilizing adopted Tier I materials for planning and delivery of instruction significantly increased.</i>		
	<i>Areas for Growth: PLC meeting structure does not align with district guidelines.</i>		
Problem Statement	<i>PLC meetings lack effective structure and do not meet the new PLC guidelines which focus on the unwrapping of NVACS and the development of learning intentions, learning progressions and student success criteria.</i>		
Critical Root Causes	Formative and summative assessments are administered and data is collected after administration, but assessments are not viewed in advance to plan for student learning intentions, learning progressions and student success criteria.		

Part B

Adult Learning Culture	
<p>School Goal: <i>The number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle will be 80% by the end of semester 1 and 100% by the end of semester 2, 2024 as measured by PLC meeting observations.</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 2- All students have access to effective educators.</p>
<p>Improvement Strategy: All teachers will engage in effective Professional Learning Communities (PLCs) in alignment with the Teaching and Learning Cycle: Plan component. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Professional Learning Communities (PLC) EBI Level 2, Data Analysis EBI Level 2</p>	
<p>Intended Outcomes: All licensed staff members will participate in weekly PLC meetings following the common data meeting structure.</p>	

**Action Steps:**

- Administration will continue to develop and refine the school's PLC structures in alignment with the Teaching and Learning Cycle. Specifically, develop educators' capacity of the Teaching and Learning Cycle: Plan component to increase the intentional planning of standards-based tier I instruction with aligned learning tasks and assessment measures.
- Administrative team will provide professional learning on the common data meeting structure.
- Administrative team will modify PLC meeting schedule and provide an extra prep.
- At least one administrator will attend each PLC meeting weekly for support.
- Administrators will develop and share a common structure and expectations for posting and interacting with learning intentions, learning progressions, and success criteria

Resources Needed:

- Tier I adopted instructional materials
- PLC templates
- Structure and expectations for posting and interacting with learning intentions and success criteria

Challenges to Tackle:

- Varied levels of understanding on how to unwrap and align learning tasks to standards with learning intentions and student success criteria in mind - Provide professional learning on Teacher Clarity Playbook and PLC structure.

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

English Learners: ULD/QTEL Training, Reading Skills Center, PLC meetings, Imagine Learning, small group instruction/support/intervention, after school tutoring, scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path, CORE 95 Phonics, Title I Hope, School Bell, Three Square, Wraparound Services, Family Center, translation services, Rise and Shine club

Foster/Homeless: Counselor, Student Success Advocate, and Family and Community Outreach Specialist provide resources and support to families as needed. Parent resource center to collaborate with community partners and organizations to provide workshops and wraparound services, Rise and Shine club

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support staff), scaffolded instruction with a vocabulary focus and individual student goals reviewed at least quarterly and new goals created once current is achieved. Khan Academy, Exact Path. MTSS as needed. Title I Hope, School Bell, Three Square,, Wraparound Services, Rise and Shine club

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	FocusEd; Panorama Survey Data, Rise and Shine Surveys	FocusEd; Rse and Shine Surveys, Panorama Survey Data	FocusEd; Family Community Meeting Presentation and Feedback
	<i>Areas of Strength: Students identified to participate in the Rise and Shine club demonstrated a decrease in absenteeism.</i>		
	<i>Areas for Growth: Implement the Multi Tiered System of Supports Attendance Protocol and begin the Rise and Shine club at the beginning of the year.</i>		
Problem Statement	Lack of a school wide attendance plan resulted in excessive chronic absenteeism which impacted connectedness to school programs and school success.		
Critical Root Causes	The school did not have a comprehensive attendance plan. Delay in the implementation of the Rise and Shine club. Families did not find value in the importance of consistent daily attendance.		

Part B

Connectedness	
School Goal: Decrease the percentage of K-5th grade chronically absent students from 39% in May 2023 to 25% by May of 2024 as measured by attendance data in Infinite Campus and FocusEd.	Aligned to Nevada's STIP Goal:: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: The school will implement and follow the CCSD Multi- Tiered System of Support Attendance Protocol.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Climate and Culture-EBI Level 4</i>	
Intended Outcomes: Increase daily student attendance rate resulting in students' overall academic success, connectedness for students, and a sense of partnership between home and school.	

**Action Steps:**

- Develop a school-wide attendance plan following the CCSD MTSS Attendance Protocol
- All staff will follow the school wide attendance plan guidelines to monitor student attendance, communicate with families and apply incentive programs
- Connect families to available wraparound services as needed

Resources Needed:

- *Attendance and Survey Data*
- *CCSD MTSS Attendance Protocol and school-wide plan*
- *Wraparound Service Partnerships*
- *Counselor/ Behavior Strategist*

Challenges to Tackle:

- *Consistency with all staff complying to attendance plan expectations- Provide professional development of the school-wide attendance policies, procedures, and expectations. Consistent monitoring of staff compliance.*
- *High number of students in the chronic absenteeism category- Survey students and families to identify barriers, address barriers to provide wraparound services, and additional resources to alleviate problematic situations impacting absenteeism.*
- *Consistency in communicating and documenting parent contact data - The use of the parent contact log in Infinite Campus.*

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

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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	\$ 4,318,862.00	Teachers, Support Staff, Admin, Prep Buyouts, Extra Duty Pay, Instructional Supplies, General Supplies, Professional Development, Travel and Accommodations	Student Success, Adult Learning Culture, Connectedness
English Language Learners	\$ 664,086.00	Reading Skills Center, PreK staff, Extended School Day Instructional Minutes, Literacy and Language Strategists, Staff Incentives	Student Success, Adult Learning Culture, Connectedness
Title I	\$ 317,490.00	CSR Teachers, Extra Duty Pay, Student Success Advocate, Family and Community Outreach Specialist	Student Success, Adult Learning Culture, Connectedness
Gifted and Talented Education	\$57,170.00	GATE Teacher	Student Success, Adult Learning Culture, Connectedness
At Risk	\$ 76, 601.00	Staff Salaries, Professional Development Expenditures and General Supplies	Student Success, Adult Learning Culture, Connectedness



Title III	\$18,018.00	Imagine Learning QTEL professional learning , licensed extra duty tutoring for EL students, licensed extra duty tutoring prep .	Student Success, Adult Learning Culture
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