



Clark County School District

Sue Morrow ES

School Performance Plan: A Roadmap to Success

Sue Morrow 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: Jaime Witte

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Phone: 702-799-3550

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 02/9/2024



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/sue_h._morrow_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
Jaime Witte [Morrow ES]	Principal(s) (required)
Laura Ringenbach [Morrow ES]	Other School Leader(s)/Administrator(s) (required)
Vanessa Naumu and Nattalie Centeno & Alexis Olige	Teacher(s) (required)
Camme Chowen	RB3 Strategist
Dana Sappington	Counselor
Melissa Galbraith [Morrow ES]	Paraprofessional(s) (required)
Annette Gartside [Morrow ES]	
Angel Giarraffa	Parent(s) (required)



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	8/5/22	<ul style="list-style-type: none">• Feedback from stakeholders
August SOT	8/19/22	<ul style="list-style-type: none">• Feedback from stakeholders
August Staff Meetings	8/11/22	
August Lead Team Meetings	8/19/22	
September SOT	9/9/22	<ul style="list-style-type: none">• Feedback from stakeholders
September Lead Team Meetings	9/16/22	



October SOT October Staff Meetings	10/13/22 10/6/22	<ul style="list-style-type: none">● Feedback from stakeholders
November Staff Meetings November SOT Meeting	11/3/22 11/21/22	<ul style="list-style-type: none">● Feedback from stakeholders
December Staff Meetings December Lead Team Meetings December SOT Meeting	12/1/22 12/9/22 12/9/23	<ul style="list-style-type: none">● Feedback from stakeholders
January Staff Meetings	1/12/23	<ul style="list-style-type: none">● Feedback from stakeholders



January Lead Team Meetings	1/27/23	
January SOT Meeting		
February Staff Meeting	2/2/23	<ul style="list-style-type: none">• Feedback Stakeholders
February Lead Team Meetings	2/3/23	
March		
Lead Team	3/17/23	
SOT	3/24/23	
April		
Lead Team	4/14/23	
SOT	4/23/23	
Lead Team	4/28/23	



May Act 3 Sign in Lead Team & SOT	5/11/23 5/12/23	
August SOT	2023 8/18/23	
September SOT	2023 9/13/23	
October CIP SOT	2023 10/16/23 10/20/23	
November SOT	2023 11/17/24	
December SOT	2023 12/14/2023	
January	2024	



SOT	1/26/24	
CIP Meeting	1/30/24	
February	2024	
SOT	2/9/2024	



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	<p>Review historical SBAC and MAP data</p> <p>Reviewed SBAC Data</p> <p>Reviewed Fall MAP data</p> <p>Reviewed i-Ready data</p> <p>Reviewed community feedback data from survey</p> <p>Absenteeism</p>	<p>Review district survey- climate data</p> <p>Review Lifeline and Panorama</p>	<p>MTSS Training</p> <p>Envision Materials and Amplify Usage</p> <p>Teacher training on math provided by district</p> <p>Supplemental resources (Ready & i-Ready)</p> <p>Instructional Rounds</p> <p>Math and ELA curriculum review</p>
	<p><i>Areas of Strength: We will review our SBAC data when we receive results for the 22-23 school year and identify a new strength. We noticed the following:</i></p> <p><i>MAP Projected Proficiency - 46% in math and 58% in reading</i></p> <p><i>We increased our proficiency on the SBAC assessment for the 21-22 school year.</i></p> <p><i>24.5% increase in math was made on the SBAC assessment.</i></p> <p><i>12.4% increase in ELA was made on the SBAC assessment.</i></p>		
	<p><i>Areas for Growth: Increase proficiency in ELA, Math, and Science. Decrease our chronic absenteeism.</i></p>		
Problem Statement	<p><i>We will review our SBAC data when we receive results for the 22-23 school year and identify a new problem statement.</i></p> <p><i>XX% of students were proficient on the 2023/2024 math SBAC assessment.</i></p> <p><i>52.4 % of our students are proficient in math on the 2022/2023 SBAC assessment.</i></p> <p><i>XX% of students were proficient on the 2023/2024 math SBAC assessment.</i></p> <p><i>61.2% percent of our students are proficient in ELA on the 2022-2023 SBAC assessment.</i></p>		



	<i>MAP Projected Proficiency - 46% in math and 58% in reading</i>
Critical Root Causes	<i>The lack of rigorous research based materials for ELA, lack of consistent implementation of the NVACS, scaffolding and differentiation planning time is also needed. Further training on classroom management / centers, stations, and rotations. Teachers need time and support to further delve into curriculum resources.</i>

Part B

Student Success	
<p>School Goal: <i>Students will increase proficiency in math from 52.4% to 67.4% by 2024 as measured by state summative assessments.</i></p> <p><i>Students will increase proficiency in reading from 61.2% to 76.2% by 2024 as measured by state summative assessments.</i></p> <p><i>MAP Projected Proficiency - 46% in math and 58% in reading</i></p>	<p>Aligned to Nevada’s STIP Goal: Goal 3-All students experience continued academic growth</p>
<p>Improvement Strategy: <i>Teachers will receive professional learning on PLCs, lesson planning with unwrapping standards, combined with gradebook review for common assessments. Identify areas in need for differentiation utilizing multiple measures of data (SBAC, MAP, and others).</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC EBI - 2</i></p>	
<p>Intended Outcomes: <i>By the end of the school year 90% of PLC meetings will follow the schoolwide PLC structures.</i> <i>Through teacher collaboration with their PLC, the understanding of the rigor of the NVACs will be discussed as well as effective strategies will be shared. Additionally, reviewing multiple data sources will highlight focus areas of need for training or resources for high quality Tier 1.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Schedule weekly PLC’s</i> ● <i>Utilize District Tier 1 instruction Resources</i> ● <i>Instructional staff will attend PD from district and site-based PD</i> ● <i>Identify timeline Roadmap</i> ● <i>Have teachers identify students that need differentiation and scaffolding</i> 	



- *Utilize staff survey for professional development*
- *Instructional rounds*

Resources Needed:

- Time to plan
- Rigorous material
- Guest teachers for instructional walks
- Identifying math needs in PLC and vertical alignment
- Multiple sources of data (SBAC, MAPS, Utilize District Resources, formative and summative assessments)

Challenges to Tackle:

- *Time /Solution:* Possibly budget for training and collaboration with extra duty pay/ adjust school times for PLC
- *Guest teacher availability:* *Modify the times of PLC*
- *Resources:* *Planning for staff to have time with strategist to further delve into process and new materials.*

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

English Learners: Collaborate with RB3 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 complete instructional rounds.

Foster/Homeless: Counselor 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 resources, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Counselors will collaborate with teachers, students and families to provide wrap-around services as needed.

Migrant: N/A

Racial/Ethnic Minorities: RBG3 and administration 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.

At-Risk and EL Weighted Funds have been allocated to hire a counselor to provide SEL and wraparound support and an additional teacher to allow for lower class sizes that are more conducive to differentiation.



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>Review historical SBAC and MAP data</i> <i>Reviewed SBAC Data</i> <i>Reviewed Fall MAP data</i> <i>Reviewed i-Ready data</i> <i>Reviewed community feedback data from survey</i> <i>Absenteeism</i>	School District Surveys	Promoting collaborative discourse in PLC Ensuring protected time for PLC for staff, RB3, and admin. Regulation 5121 and Regulation 6150 integration
	<i>Areas of Strength: Teachers have chosen time for their PLC's. Strategists, admin, and leadership team collaborate and provide feedback and training on modifying the form and process.</i>		
	<i>Areas for Growth: Build an understanding of the standards and expectations of high-quality tier 1 instruction that include scaffolding and differentiation. Ensuring the process is continued and Instructional strategies, vocabulary, and assessment are discussed and shared.</i>		
Problem Statement	<i>Teachers need time to unwrap standards and collaborate with their grade levels to analyze multiple data measures and plan for high-quality Tier 1 instruction.</i>		
Critical Root Causes	<i>Understanding of vertical alignment and grade level expectations (NVACS) are inconsistent.</i>		



Part B

Adult Learning Culture	
School Goal: <i>90% of teachers will use the PLC form to track student progress using rigorous standards based assessments as measured by leadership team reviews and instructional rounds.</i>	STIP Connection: 2-All students have access to effective educators.
Improvement Strategy: <i>Clear expectations for PLC and collaborative PLC meetings with RB3 and administrative team.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLC EBI - 2</i>	
Intended Outcomes: <i>Increased understanding of the rigor of the Nevada Academic Standards, plan for high-quality Tier 1 and effective teaching strategies shared throughout grade levels/school.</i>	
Action Steps: <ul style="list-style-type: none">● Calendar PLC with grade level, RB3, admin● Create shared folder with Agenda● Staff development PLC process/common form● Share pacing guides from district● Attend training with implementation for research based tool (enVision)● Updated form based off of district MTSS expectations● Include prioritization of standards● Teachers will include vocabulary, targets, concepts, strategies, scaffolds, differentiation, prior knowledge etc. to improve Tier 1 instruction for students● Quality vs. quantity● Dialogue of including tasks (scaffolding/differentiation)	
Resources Needed: <ul style="list-style-type: none">● <i>Time</i>● <i>Research-based materials</i><ul style="list-style-type: none">○ <i>Planning for use for other grades with opt in to 95</i>○ <i>Assessment and standards/gradebook</i>○● <i>Curriculum Engine</i>● <i>Data</i>	



- *Long range plans*
- *Collaborative partners*

Challenges to Tackle:

- Time/ Solution: Possibly budget for training and collaboration with extra duty pay/ adjust school times for PLC
- Understanding of the rigor of the standard: Solution: budget for training and collaboration with extra duty pay, provide coaching supports with strategists, and utilized strategies on professional development days
- Long-range planning based on data of students (standards based understanding, program use, curriculum review): Solution: provide strategist support to assist with planning
- Increased understanding of process (engaged vs. compliant): Solution: Continue instructional rounds, strategist support

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

English Learners: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations. 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. Discuss data collected over this sub-group to see if students are making academic gains.

Foster/Homeless: Counselor 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 resources, transportation, clothing, supplies, food etc).

Free and Reduced Lunch: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations.

Migrant: N/A

Racial/Ethnic Minorities: 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. Discussed data collected over this sub-group to see if students are making academic gains.

Students with IEPs: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations, 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. Discussed data collected over this sub-group to see if students are making academic gains.

At-Risk and EL Weighted Funds have been allocated to hire a counselor to provide SEL and wraparound support and funding part/additional



teacher to allow for lower class sizes that are more conducive to differentiation.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Community Feedback Survey School District Surveys</i>	<i>Community Feedback Survey School District Surveys Leadership team</i>	<i>School District Survey School Surveys Collaboration with SOT and PTA</i>
	<i>Areas of Strength: Chronic Absenteeism 31.5% was lower than the district rate</i>		
	<i>Areas for Growth: Reduce the number of students chronically absent from 31.5 % to 23%</i>		
Problem Statement	<i>31.5% of students were chronically absent missing more than 18 days or ten percent of enrolled days</i>		
Critical Root Causes	<i>Students' families are in need of additional wraparound support to ensure consistent attendance.</i>		

Part B

Connectedness	
School Goal: Reduce the amount of students that are chronically absent from 31.5% to 23% by the end of the 23/24 school year.	STIP Connection: 3
Improvement Strategy: <i>We hired a counselor to support SEL learning at school. School-wide dialogue about discussing survey and improvement strategies with the leadership team and teaching staff.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor EBI - 4</i>	
Intended Outcomes: <i>Increase in student attendance</i>	

**Action Steps:**

- *Increase proactive positive incentives (school, grade level, individual)*
 - *We implemented grade level attendance challenges.*
 - *Shared data schools-wide*
 - *Reinforced student who came to school (tracked)*
- *Schedule plan to meet with families for attendance conferences*
- *Support from MLT team (counselor, RB3, teachers, clerk, admin)*
- *Clerk sends letters home and calls*
- *Attendance contract, Educational Neglect*
- *Tracking system*
 - *Updated*
- *Coordination with health office and custodial*

Resources Needed:

- *Time*
- *Staffing*
- *Staff proactive measures*
- *Training: counselor, possible social worker, staff, truancy*
 - *Social Worker support near school with wraparound services*
- *Funding for incentives*
- *Parent participation/engagement*

Challenges to Tackle:

- *Time Solutions: Planning for check-ins with staff*
- *Accountability: Coordination for those involved and accountability in attendance tracking and plan.*
- *Implementation and scheduling needs: Build capacity in MLT.*
- *High illness rate*

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

English Learners: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations. Our classroom teachers and RB3 will check in with students to see if they feel comfortable sharing.

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



Free and Reduced Lunch: 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. Discussed data collected over this sub-group to see if students are making academic gains.

Migrant: N/A

Racial/Ethnic Minorities: 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. Discussed data collected over this sub-group to see if students are making academic gains.

Students with IEPs: Identify and see students receiving scaffolds or differentiation in Tier 1 as observed by instructional rounds and classroom observations 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. Discussed data collected over this sub-group to see if students are making academic gains.

At-Risk and EL Weighted Funds have been allocated to hire a counselor to provide SEL and wraparound support and an additional teacher to allow for lower class sizes that are more conducive to differentiation.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

23-24 School Year

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title III	\$1,500 Requested additional (awaiting approval)	Guest Teachers (6 days)	Students success, adult learning
Strategic Budget	3,073,591.41	Staffing, supplies	All
ESSER III Funds	N/A	N/A	N/A
At-risk funds	98,750.83	Teacher/Counselor	All



EL funds	31,097.39	Portion of Counselor	All
RB3	94,969.60	Read by Grade 3 Strategist	All