



Clark County School District

Fredric W Watson ES

School Performance Plan: A Roadmap to Success

Fredric W Watson 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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 08/29/2024



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/fredric_w_watson_elementary_school/2023/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
Shawn C Nielsen	Principal
Daniel Davis, Tiffany Martinez-Amaro	Other School Administrator
Kathy DeGuire, Margaret Loveall, Helen Solorzano	Teachers
Kristi Gines	Paraprofessionals
Danielle Warren-Glaze, Ricardo Barbosa	Parents



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 Meeting	4-17-24 5-8-24	Parents appreciate the transparency and communication between the staff and community. Parents also like to give feedback as opportunities arise.
Meet and Greet/Open House	8-9-24	The meet and greet was a success. We had many families attend. We also had the Kona Ice truck on campus to help keep everyone cool.
Community Garden Day	3-1-24	Community and staff worked on the school garden.
Parent Conference/Clothing Exchange	10-14-24 10-14-24 - 10-18-24	Good turnout, lots of positive comments about the decorations in the pods and the idea of the houses system
Family Day	9-27-24	Great turnout, several hundred parents/families attended. ALL feedback from families was positive.
Fall Festival	10-18-24	More information to follow...
Three Square (food backpacks)	Throughout the year	This service will continue to be provided for students in need.
Act 3 and Act 1 CI Team Meeting	5-8-24	Reviewed Act 3 and revisions and updates to the SPP Roadmap



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 (Fall 2024, Winter 2025, Spring 2025); SBAC (Spring 2025)	Panorama Survey	Seeking more buy in from teachers on this. Many want to make work easier for students.
	Areas of Strength: Students did slightly better on the fall 2024 ELA MAP assessment than they did on the math ELA/Reading 31% proficient and 23% proficient in math.		
	Areas for Growth: Proficiency based on the fall 2024 MAP in ELA/Reading (31%) and math (23%)		
Problem Statement	<p>69% of students in K-5th grade performed at or below the 61st percentile on the Fall 2024 MAP assessment for ELA/Reading. (391 of 566 students)</p> <p>77% of students in K-5th grade performed at or below the 61st percentile on the Fall 2024 MAP assessment for Math. (431 of 560 students)</p>		
Critical Root Causes	<p>Root Cause for ELA/Reading - Lack of teachers; Lack of consistency and high rigor in Tier 1 instruction for ELA/Reading; upon further reflection, possible additional root cause is lack of belief in the students' ability to succeed</p> <p>Root Cause for Math-Lack of teachers; lack of consistency and high rigor in Tier 1 instruction and lack of adequate</p>		



differentiation of instruction for the myriad of levels of student ability; possible additional root cause is lack of belief in the students' ability to succeed

Part B

Student Success	
<p>School Goal: Increase the percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2024 ELA MAP assessment by 10% from 31% (Fall 2024) to 41%, and by 15% from 31% to 46% by the Spring 2025 ELA MAP assessment. Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2024 Math MAP assessment 10% from 23% (Fall 2024) to 33%, and by 15% from 23% to 38% by the Spring 2025 Math MAP assessment.</p>	<p>Aligned to Nevada's STIP Goal: <i>Aligned to Goal 2 - Access to Quality (Provide Quality Professional Learning) - NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year.</i></p>
<p>Improvement Strategy: Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the ELA MAP assessment and will work throughout the year to achieve the goal. Further, Fredric W Watson will focus on the following areas, the Teaching and Learning Cycle, The PLC+ process, and small group instruction (including initial creation of the groups and periodic adjustment of the groups throughout the school year).</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MAP EBI level 3; Progress Monitoring EBI level 2; Creating a Positive School Climate and Culture - level 3</i></p>	
<p>Intended Outcomes: Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students will be taught about WIGs (Wildly Important Goals) and will be given a student data binder to keep their goal documents in. ● Teachers (and admin) will monitor the students' goals periodically to ensure progress is being achieved. ● Refresh teacher understanding of the Teaching and Learning Cycle, as well as increase the focus on PLCs (and the PLC process) along with the use of targeted small group instruction. 	
<p>Resources Needed:</p>	



- Comprehensive ELA/Reading & Math Instructional Program (DONE)
- Data binder for every student (DONE)
- Open time for PLC+, and review of Teaching/Learning Cycle and how to create small groups for targeted instruction.

Challenges to Tackle:

- *Lack of fully licensed teaching staff; Possible solution - continue to raise the bar with our long term vacancy substitute teachers to expand and improve their teaching skills.*
- *Lack of personal accountability; Possible solution - administrative team will be more consistent in professional expectations, constructive feedback, and in providing support as needed. If support fails to lead to improvement, other steps will be taken.*

Improvement Strategy: *Watson ES staff will develop and implement effective instructional strategies, including the creation of small group instructional tools/strategies to specifically target student deficits as well as ways to ensure classroom instruction has high levels of rigor.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Data Analysis level 2*

Intended Outcomes: *Improve consistency and rigor of Tier 1 instruction and improve the use/outcomes of small group instruction.*

Action Steps:

- Refresh teacher understanding of the Teaching and Learning Cycle, as well as increase the focus on PLCs (and the PLC process) along with the use of targeted small group instruction.
- Observe classroom instruction to ensure implementation and to gauge effectiveness (have the action steps had any measurable impact on student knowledge/performance?)

Resources Needed:

- *More substitute teachers to provide classroom coverage*
- *PD on how to increase level of rigor (how to include high rigor in planning and in delivery of instruction) RPDP?*

Challenges to Tackle:

- *Lack of fully licensed teaching staff; Possible solution - continue to raise the bar with our long term vacancy substitute teachers to expand and improve their teaching skills.*
- *Lack of personal accountability; Possible solution - administrative team will be more consistent in professional expectations, constructive feedback, and in providing support as needed. If support fails to lead to improvement, other steps will be taken.*

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

English Learners: Prep-buy outs for teachers to work with ELL students in smaller groups.



Foster/Homeless: School Counselor will work to ensure that students in this group have their basic needs met as well as addressing any possible social-emotional concerns to allow students to focus on academics.

Free and Reduced Lunch: At Watson ES, all students are on free and reduced lunch. All of the above mentioned action steps will have an impact on all students at Watson ES.

Migrant: N/A

Racial/Ethnic Minorities: Effective Tier 1 instruction, effective use of small group (differentiated) instruction, consistent communication with parents/guardians.

Students with IEPs: SEIF and Special Ed staff will work with general education instructional staff to share effective teaching and learning strategies when working with students with a disability.

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>MAP Growth Assessment, SBAC, WIDA</i>	<i>Staff Surveys</i>	<i>Feedback from teachers/staff/parents</i>
	<i>Areas of Strength: Waiting for data for MAP Growth Assessment; On the spring 2024 SBAC, 4th and 5th grade Math proficiency improved slightly as did 4th and 5th grade ELA proficiency, as compared to the spring 2023 SBAC results.</i>		
	<i>Areas for Growth: Student proficiency was very low as measured by the spring 2024 MAP in ELA/Reading (27.5%) and math (24.5%)</i>		
Problem Statement	<i>Watson Staff will need to be trained in what "high levels of rigor" and effective "differentiated Tier 1 instruction" look like.</i>		
Critical Root Causes	<i>Root Cause form - lack of consistency and high rigor in Tier 1 instruction and lack of adequate differentiation of instruction for the myriad of levels of student ability.</i>		



Part B

Adult Learning Culture	
<p>School Goal:Based on classroom walkthrough data collected during the 2023-2024 school year, roughly 25% of classroom observations showed high rigor and differentiated tier 1 instruction. By the end of the 2024-2025 school year, Watson ES will increase the percentage of classroom observations that show evidence of “high levels of rigor” and show “differentiated Tier 1 instruction” from 25% to 75% as measured by classroom walkthrough data.</p>	<p>STIP Connection: <i>Aligned to Goal 2 - Access to Quality (Provide Quality Professional Learning) - NDE will collaborate with public schools, districts, and Regional Professional Development Programs to ensure that teachers are prepared to deliver effective, standards-aligned instruction and are supported by a system of leaders, mentors, and administrators; success will be measured by an increase in teacher retention of 5% year over year.</i></p>
<p>Improvement Strategy: Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the Math MAP assessment and will work throughout the year to achieve the goal.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>MAP EBI level 3; Progress Monitoring EBI level 2; Creating a Positive School Climate and Culture - level 3</i></p>	
<p>Intended Outcomes: Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Consistently implement a comprehensive math program (Envisions 2020) in all K-5 classrooms with additional professional development throughout the school year</i> ● <i>Consistently implement a comprehensive ELA/reading program HMH in all K-5 classrooms with additional professional development throughout the school year</i> ● <i>Provide professional support throughout the year for both ELA/reading and math instruction</i> ● <i>Provide training in ways to increase the rigor in ELA and math instruction as well as all core curricular areas.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Envisions 2020 program to include teacher and student materials</i> ● <i>HMH program with teacher and student materials.</i> ● <i>High quality training in how to improve instructional rigor in every classroom</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Teachers feel overwhelmed with new and increased expectations of performance. Possible Solution - Administration and strategist will</i> 	



provide support for the teachers and use clear guidance when setting expectations.

Improvement Strategy: Fully implement enVisionMathematics Common Core 2020.

Evidence Level - 3

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *enVisions Common Core 2020 level 3*

Intended Outcomes: *Students will have a consistent and progressive instructional tool for math instruction.*

Action Steps:

- *Continue to implement the enVision2020 Mathematics program*

Resources Needed:

- enVisionsMathematics teacher and student materials
- Manipulative kits/sets

Challenges to Tackle:

- *Lack of fully licensed teaching staff; Possible solution - continue to raise the bar with our long term vacancy substitute teachers to expand and improve their teaching skills.*
- *Lack of personal accountability; Possible solution - administrative team will be more consistent in professional expectations, constructive feedback, and in providing support as needed. If support fails to lead to improvement, other steps will be taken.*

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

English Learners: prep-buy outs for teachers to work with ELL students in smaller groups.

Foster/Homeless: School Counselor/Social Worker will work to ensure that students in this group have their basic needs met as well as addressing any possible social-emotional concerns to allow students to focus on academics.

Free and Reduced Lunch: At Watson ES, all students are on free and reduced lunch. All of the above mentioned action steps will have an impact on all students at Watson ES.

Migrant: N/A

Racial/Ethnic Minorities: Effective Tier 1 instruction, effective use of small group (differentiated) instruction, consistent communication with parents/guardians.



Students with IEPs: SEIF and Special Ed staff will work with general education instructional staff to share effective teaching and learning strategies when working with students with a disability.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama Survey, Districtwide Survey, School Survey</i>	<i>Districtwide Survey, School Survey</i>	<i>Districtwide Survey, School Survey</i>
	<i>Areas of Strength: Targeted email messages to parents, Classdojo messages, Open House, and after school family functions have been well received by families of Watson ES.</i>		
	<i>Areas for Growth: Continue family engagement by increasing the numbers of those participating in the aforementioned areas of strength.</i>		
Problem Statement	Quality family engagement at Watson ES needs to be increased across all grade levels.		
Critical Root Causes	The school continues to experience challenges in finding ways to encourage and increase parent engagement, determine appropriate events/supports needed by this community, and to determine times that will accommodate the varied working schedule of its families.		

Part B

Connectedness	
School Goal: Increase the number of parent/family events throughout the school year from 10 in 2023-2024 to 15 in 2024-2025.	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.



Improvement Strategy: Increase the opportunities for parents and families to be on campus participating in fun and productive activities to help them feel more connected to the school and to feel more comfortable while visiting.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Creating a positive school climate and culture - level 3*

Intended Outcomes: Families from the diverse communities within the Watson ES population will feel welcomed and engaged in both school activities and their children’s education.

Action Steps:

- Watson ES will utilize a newly installed electronic marquee sign to provide announcements on upcoming events and ways to help support student learning.
- Watson ES will host more parent and family events to expand and enhance the school/family relationship.

Resources Needed:

- Electronic Marquee Sign (expected installation date - August/September of 2024)

Challenges to Tackle:

- Spacing the activities far enough apart so that each one is unique and families will be excited to participate. Possible Solution - Be aware of timing and spacing between events when creating master calendar.
- Weather is another challenge... it is too hot in August and September and May to do activities outside. Possible Solution - Use knowledge of weather patterns when creating master calendar of events.

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

English Learners: Prep-buy outs for teachers to work with ELL students in smaller groups. Provide more educational nights to assist families with strategies to help their students. Ensure more announcements are shared with families in their native language.

Foster/Homeless: Social Worker and School Counselor will work to ensure that students in this group have their basic needs met as well as addressing any possible social-emotional concerns to allow students to focus on academics.

Free and Reduced Lunch: At Watson ES, all students are on free and reduced lunch. All of the above mentioned action steps will have an impact on all students at Watson ES.

Migrant: N/A

Racial/Ethnic Minorities: Effective Tier 1 instruction, effective use of small group (differentiated) instruction, consistent communication with



parents/guardians.

Students with IEPs: SEIF and Special Ed staff will work with general education instructional staff to share effective teaching and learning strategies when working with students with a disability.

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 Funds	\$6,616,336	General staffing needs (ensure a quality teacher is in every classroom); instructional materials and resources (i.e. iReady program for math/ELA instruction and student support)	Goals 1, 2 and 3
Title I and Parent Involvement Set-ASide	\$328,320	Lowered class sizes in 3rd, 4th and 5th grade	Goals 1, 2 and 3
ELL	\$452,278	Additional academic and social/emotional support for English Learners. Partial funding for 1 licensed employee	Goals 1, 2 and 3
At-Risk	\$506,310	Additional support for all students at Watson ES (all students qualify for free and reduced lunch); financial incentive for licensed employees (to encourage them to stay at Watson ES)	Goals 1, 2 and 3