



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 CSI TSI TSI/ATSI

Our SPP was last updated on 07/14/2023



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/2022/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
Kang Linares, Kathy DeGuire, Margaret Loveall	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	4-19-23 5-10-23	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	8-3-23	
Community Garden Day	3-23-23	Community and staff worked on the school garden.
Parent Conference/Clothing Exchange	10-10-23	
Family Day	9-29-23	
Fall Festival	10-19-23	
Three Square (food backpacks)	Throughout the year	This service continues to be an area of need for our students.



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 2022, Winter 2023, Spring 2023); SBAC (Spring 2023)	Panorama Survey	Seeking more buy in from teachers on this. Many want to make work easier for students.
	<i>Areas of Strength:</i> Student growth was high as measured by the spring 2023 SBAC in ELA/Reading and in math.		
	<i>Areas for Growth:</i> Student proficiency was very low as measured by the spring 2023 MAP in ELA/Reading (22%) and math (20%)		
Problem Statement	78% of students in K-5th grade performed at or below the 61st percentile on the Spring 2023 MAP assessment for ELA/Reading. (497 of 638 students)		
	80% of students in K-5th grade performed at or below the 61st percentile on the Spring 2023 MAP assessment for Math. (511 of 640 students)		
Critical Root Causes	<i>Root Cause for ELA/Reading - Lack of teachers; Lack of consistency and high rigor in Tier 1 instruction for ELA/Reading</i> <i>Root Cause for Math-Lack of teachers; 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

Student Success	
<p>School Goal: Increase the percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 ELA MAP assessment by 5% (48% or higher), and by 10% (53% or higher) by the Spring 2024 ELA MAP assessment.</p> <p>Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 Math MAP assessment by 5% (41.9 % on or above) and by 10% (46.9% on or above) by the Spring 2024 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.</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>Students will be taught about WIGs (Wildly Important Goals) and will be given a student data binder to keep their goal documents in.</i> ● <i>Watson ES will utilize 4 learning strategists to support students and teachers.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Comprehensive ELA/Reading & Math Instructional Program ● Data binder for every student 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Lack of staffing Possible solution - find more staff (although we are limited to individuals who actually apply for jobs)</i> ● <i>Lack of staff investment in the school/community Possible solution - provide clear and explicit expectations with support and, if expectations are not met, follow through with additional support or discipline (as a last resort).</i> 	



- *Lack of personal accountability - Possible solution - administrative team will be more consistent in professional expectations and will provide support as needed. If support fails to lead to improvement, employee discipline may be administered.*

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:

- *Research/develop effective instructional strategies/approaches/techniques and present/share with staff*
- *Implement the above mentioned strategies/approaches/techniques*
- *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)*

Challenges to Tackle:

- *Lack of substitute teachers*
- *Lack of time*
- *Teachers are feeling overloaded and lack enthusiasm for any changes.*

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: Student growth was high as measured by the spring 2023 SBAC in ELA/Reading and in math.</i>		
	<i>Areas for Growth: Student proficiency was very low as measured by the spring 2023 MAP in ELA/Reading (22%) and math (20%)</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	
School Goal: By the end of the 2023-2024 school year, 80% of classroom observations will show evidence of “high levels of rigor” and 80% of observations will show “differentiated Tier 1 instruction” as measured by	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</i>



<p>classroom walkthrough data. Based on classroom walkthrough data collected during the 2022-2023 school year, roughly 30% of classroom observations showed high rigor and differentiated tier 1 instruction.</p>	<p><i>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. 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>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Envisions 2020 program to include teacher and student materials</i>● <i>High quality professional development on implementation of Envisions 2020. (CCSD should provide this.)</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Lack of professional development for teachers on effective implementation strategies for Envisions 2020. A possible solution is if CCSD were to develop or purchase some higher quality PD for teachers.</i>	
<p>Improvement Strategy: Fully implement enVisionMathematics Common Core 2020. Evidence Level - 3 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVisions Common Core 2020 level 3</i></p>	
<p>Intended Outcomes: <i>Students will have a consistent and progressive instructional tool for math instruction.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Acquire enVisionMathematics materials</i>● <i>Attend PD for enVisionMathematics</i>● <i>Implement the enVisionMathematics program</i>	

**Resources Needed:**

- enVisionsMathematics teacher and student materials
- Manipulative kits/sets

Challenges to Tackle:

- Lack of available full-time licensed teachers, lack of sufficient substitute teachers, causing issues with class coverage and preventing the ability to have an effective teacher in every classroom. This also prevents the ability to have teachers observe effective colleagues implementing the same math program to learn new and more effective strategies and techniques. Video tape effective teachers so the teachers that need extra support can have a resource to view.

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

English Learners: Before/after school tutoring, 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	
<p>School Goal: Document a 10% increase in the number of families who feel this school actively seeks the input of parents before making important decisions, from the spring of 2023 survey administration (69.39%) to the spring of 2024 survey administration (76.29%).</p>	<p>STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i></p>	



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 teachers will send letters of introduction to each of its families.
- Watson ES will offer more family events throughout the school year.

Resources Needed:

Staff Development Day sign-in sheets, and all ongoing in-house training/coaching/modeling events which will include a roster of participants and a summary of content delivered.

- Watson ES will utilize face to face meetings, Class DoJo announcements, phone calls, flyers, notifications on the school’s website, and surveys to assess needs related to parent and family engagement.
- The Watson ES community will host community events throughout the school year in partnership with community, city, and state organizations.
- Watson ES staff will be provided with resources and support to assist with effective and productive family engagement.
- Watson ES staff will make beginning-of-the-year phone calls and/or emails to each of its families to encourage ongoing communication and engagement.

Challenges to Tackle:

- The ability for Watson ES to identify and implement strategies to enhance engagement and connectedness with diverse families is a challenge that will continue to be addressed.

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.

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	\$5,426,420	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	\$317,490	Lowered class sizes in 3rd, 4th and 5th grade	Goals 1, 2 and 3
ELL	\$167,753	Additional academic and social/emotional support for English Learners. Partial funding for 1 licensed employee	Goals 1, 2 and 3
At-Risk	\$149,517	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