



Clark County School District

Cozine Elementary

School Performance Plan: A Roadmap to Success

Cozine 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: Jodi Notch

School Website: cozineclimbers.com

Email: notchjl@nv.ccsd.net

Phone: 702-799-0690

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 7/3/23



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/steve_cozine_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
Jodi Notch	Principal(s) <i>(required)</i>
Lisa Dalton	Other School Leader(s)/Administrator(s) <i>(required)</i>
Elizabeth Shay, Joanna Sebastian, Carrie Pash	Teacher(s) <i>(required)</i>
Cheryl Kelley	Paraprofessional(s) <i>(required)</i>
Kenneth Barton, Jessica Conerly, Damale Lunkwitz, Mitchell Smith	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</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
Act 3	September 19, 2022	<ul style="list-style-type: none">● Review Our Journey● SPP Revision
SPP Roadmap Presentation	October 17, 2022	<ul style="list-style-type: none">● Completed SPP presented to Community
Act 1	May 8, 2023	<ul style="list-style-type: none">● Reviewed progress, discussed goals, decided no revisions needed to goals, only update data and steps



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	ELA MAP, WIDA	Panorama, District Survey	Math MAP, IRs Observations, training transcripts from ST Math
	Areas of Strength: Most grades performing above district average on MAP and SBAC		
	Areas for Growth: Not all grades performing at or above district average		
Problem Statement	Student Performance: Low performance and growth in ELA		
Critical Root Causes	Lack of formative assessment data used to drive instruction		

Part B

Student Success	
School Goal: Increase ELA proficiency from 48% (fall) to 55% (spring) in grades K-5 as measured by 2024 MAP Growth Assessment at 42st percentile	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth
Improvement Strategy: Student intervention groups during the school day	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	



Intended Outcomes: <i>Increase student achievement</i>
Action Steps: <ul style="list-style-type: none">● <i>Implement HMH Into Reading program K-5 for Tier 1 instruction</i>● <i>Intervention groups pulled by CTTs and Strategists</i>● <i>Instructional supports provided to teachers to help with small group interventions during the school day including Core 95 Phonics program K-5</i>● <i>Master Schedule modified to include designated Intervention block for every grade level</i>
Resources Needed: <ul style="list-style-type: none">● <i>Staff: strategists, teachers, CTTs</i>● <i>Materials: MAP Accelerator, leveled readers, Imagine Learning, Smarty Ants, NearPod, Chromebooks, Core 95, Into Reading</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Staffing shortages - Hire a SOSA and CTTs to help cover classroom shortages</i>● <i>Student participation - Hire School Family Liaison to help prevent chronic absenteeism</i>
Improvement Strategy: <i>After-school tutoring</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2
Intended Outcomes: <i>Increase student achievement</i>
Action Steps: <ul style="list-style-type: none">● <i>Meet with teachers to determine interested staff</i>● <i>Permission forms</i>● <i>Determine skill deficits</i>● <i>Find materials to target skill deficits</i>
Resources Needed: <ul style="list-style-type: none">● <i>Staff: strategists, teachers, CTTs, CIS, Counselor</i>● <i>Materials: MAP Accelerator, MAP Fluency, leveled readers, Smarty Ants, STMath, NearPod, Chromebooks</i>
Challenges to Tackle: <ul style="list-style-type: none">● <i>Staffing shortages - Hire a SOSA and CTTs to help cover classroom shortages</i>● <i>Student participation - Hire School Family Liaison to help prevent chronic absenteeism</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: EL students attending intervention groups, tutoring, and using Imagine Learning

Foster/Homeless: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring

Free and Reduced Lunch: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring

Migrant: N/A

Racial/Ethnic Minorities: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring

Students with IEPs: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring

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>PLC attendance participation, PLC agendas and notes, PLC admin observations, RTI admin observations</i>	<i>PLC attendance participation, PLC agendas and notes, PLC admin observations, RTI admin observations</i>	<i>PLC shift to Impact Teams, RTI, Leadership Team: notes, agendas, participation, and observations</i>
	<i>Areas of Strength: All teachers participating in data meetings based on timeline for Impact Team (PLC+) implementation of writing standard analysis, rubric creation, prompt creation, student work sample grading, and data triangulation</i>		
	<i>Areas for Growth: Planning a scope and sequence to allow time for all three writing prompts to be assessed three times a year.</i>		
Problem Statement	<i>Instructional Practice: Teachers were only using data as surface level information and not as formative assessment to drive instructional changes in the classroom</i>		
Critical Root Causes	<i>Teachers did not trust instructional collaboration teams to unwrap standards and improve rigor of instruction</i>		



Part B

Adult Learning Culture	
School Goal: <i>100% of school licensed staff will participate in monthly Impact Teams meetings to improve collaboration as measured by Impact Teams attendance records and agendas</i>	STIP Connection: <i>Goal 2: All students have access to effective educators</i>
Improvement Strategy: <i>Data meetings using the Impact Teams format</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Collaborative discussions about the rigor of instruction, student outcomes, and using formative assessment data effectively</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Teacher training on Impact Teams format and structures</i> ● <i>Teacher meetings to develop processes, collect data, and analyze data</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Strategists</i> ● <i>PD time</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Staff willingness to change mindset about data meetings in prior years - allocate a strategist per 2 grades to help guide meetings to successful outcomes</i> 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: All student data analyzed in whole school, grade level, and target group formats Foster/Homeless: All student data analyzed in whole school, grade level, and target group formats Free and Reduced Lunch: All student data analyzed in whole school, grade level, and target group formats Migrant: N/A Racial/Ethnic Minorities: All student data analyzed in whole school, grade level, and target group formats	



Students with IEPs: All student data analyzed in whole school, grade level, and target group formats

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>District Survey, Panorama data, admin and teacher observations</i>	<i>Student/Staff/Community Engagement training notes from RPDP training, RPDP Staff and Parent Survey</i>	<i>Student/Staff/Community Engagement training notes from RPDP training, RPDP Staff and Parent Survey</i>
	<i>Areas of Strength: All students and staff have been given a house and house activities have been happening at the building level</i>		
	<i>Areas for Growth: Not all teachers are bought into the house system and not all teachers are issuing house points at the classroom level</i>		
Problem Statement	<i>Student: Based on administration and teacher observations, students are having a difficult time building relationships with the school community after lengthy absence from face-to-face instruction.</i>		
Critical Root Causes	<i>Staff is having a hard time teaching relationship building strategies to students.</i>		

Part B

Connectedness	
<p>School Goal: Updated: Promote Essentials, incentivize Essentials, provide PD for teachers on student centered environment</p> <p>A) Assign all new students to house, B) continue to provide ways for students to earn house points based on Cozine Essentials vision, C)</p>	<p>STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</i></p>



provide schoolwide incentives for house winners, D) support staff participation by providing staff house challenges, E) provide house system training to staff and administration school year as measured by meeting attendance and agendas, admin observations, staff and student rosters of house assignments	
Improvement Strategy: <i>Implementing a house system and Cozine Essentials</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Build culture through healthy competition, setting school wide expectations, and team building</i>	
Action Steps: <ul style="list-style-type: none">● <i>Assign new students to house</i>● <i>Provide ways for students to earn house points</i>● <i>Provide schoolwide incentives for house winners</i>● <i>Support staff participation by providing house challenges</i>● <i>Provide house system training to staff</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Professional development</i>● <i>Ron Clark Academy</i>● <i>Branding materials</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Building staff and student buy-in - Sending staff to RCA PD to help them discover the benefits of this for themselves.</i>	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: All students, staff, and related community assigned to a house and held to the same expectations Foster/Homeless: All students, staff, and related community assigned to a house and held to the same expectations Free and Reduced Lunch: All students, staff, and related community assigned to a house and held to the same expectations Migrant: N/A	



Racial/Ethnic Minorities: All students, staff, and related community assigned to a house and held to the same expectations

Students with IEPs: All students, staff, and related community assigned to a house and held to the same expectations



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	\$4,659,755.47 (including carryover)	Staffing, tutoring, materials, resources, curriculum, intervention programs, parent resources, prep buyouts, CTTs	Goal 1 Goal 2 Goal 3
Title I	\$298,390 (Plus TI PK allocation)	Staffing	Goal 1 Goal 2 Goal 3
Title 3	\$7,524.00	Tutoring	Goal 1
At-Risk Students	\$137,160.02	Staffing	Goal 1 Goal 2 Goal 3
Read by Grade 3	\$94969.60	Staffing	Goal 1 Goal 2 Goal 3
ELL	\$122,879.79	Staffing	Goal 1 Goal 2 Goal 3
Gifted and Talented	\$35,487.34	Staffing	Goal 1
ESSER	\$113,030.00	Staffing	Goal 1