



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 MRI CSI TSI ATSI

Our SPP was last updated on 7/1/24



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/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
Jodi Notch	Principal(s) <i>(required)</i>
Lisa Dalton	Other School Leader(s)/Administrator(s) <i>(required)</i>
Natalie Byrd, Barara Flippin, Felecia Nelson	Teacher(s) <i>(required)</i>
Cheryl Kelley	Paraprofessional(s) <i>(required)</i>
Kenneth Barton, 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	5/30/24	<ul style="list-style-type: none">● Review Our Journey● SPP Revision
SPP Roadmap Presentation		<ul style="list-style-type: none">●
Act 1		<ul style="list-style-type: none">●
Act 2		<ul style="list-style-type: none">●
Act 3		<ul style="list-style-type: none">●



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 the district average on MAP and SBAC		
	Areas for Growth: Not all grades perform at or above the 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 approx 35% (fall 2023, will update to fall 2024 when available) to 40% (spring goal pending 2024 fall goal data) in grades K-5 as measured by 2024-25 MAP Growth Assessment at 41st 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): <i>HMH Into Reading (2); 95 Phonics Core Program (1)</i>
Intended Outcomes: <i>Increase student achievement</i>
Action Steps: <ul style="list-style-type: none">● <i>Continue to Implement 95 Phonics program K-5 for Tier 2 instruction</i>● <i>Intervention groups pulled by CTTs and Strategists</i>● <i>Instructional support 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: 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): <i>95 Phonics Core Program (1)</i>
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 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, language specific-tutoring, and using Imagine Learning
Foster/Homeless: All students will be assessed for skill deficits and provided the opportunity to learn in Intervention groups and tutoring
Free and Reduced Lunch: Students will receive breakfast and lunch daily. They will also have a high-quality teacher to help them access instruction. This is 100% of my school.
Migrant: N/A
Racial/Ethnic Minorities: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring. This is 90% of my school
Students with IEPs: Students will be taught by a licensed teacher and will be provided instruction that matches their IEP goals

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 the 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 the rigor of instruction</i>
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Part B

Adult Learning Culture	
School Goal: <i>100% of 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 training (and reinforcement) of Impact Teams format and structures including the planning and data collection tool</i> ● <i>Teacher meetings to develop processes, collect data, and analyze data in order to plan effective Tier 1 instruction</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Strategists</i> ● <i>PD time</i> ● <i>Admin and strategists participate in PLC meetings for training and support</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Staff willingness to change their 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: EL students attending intervention groups, language specific-tutoring, and using Imagine Learning	
Foster/Homeless: All students will be assessed for skill deficits and provided the opportunity to learn in Intervention groups and tutoring	



Free and Reduced Lunch: Students will receive breakfast and lunch daily. They will also have a high-quality teacher to help them access instruction. This is 100% of my school.

Migrant: N/A

Racial/Ethnic Minorities: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring. This is 90% of my school

Students with IEPs: Students will be taught by a licensed teacher and will be provided instruction that matches their IEP goals

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>TFI assessment, District Survey, Panorama data, behavior data, absenteeism 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, including promoting school rules and essentials with the same common language</i>		
Problem Statement	<i>Student: Based on administration and teacher observations, students lack school common area expectations and do not understand appropriate school behaviors as noted on MBI and office referrals and a</i>		
Critical Root Causes	<i>Our school lacks a common language for behavior expectations for students.</i>		



Part B

Connectedness	
<p>School Goal: <i>Increase TFI Tier I Implementation section score from the spring 2024 inventory score of 10/18 to 14/18 on the spring 2025 TFI.</i></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>
<p>Improvement Strategy: <i>Create and enforce procedures for common areas and reinforce the language of the school rules and school essentials.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: <i>Universal behavior expectations, common behavior language, and lower behavior referrals</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Create procedures for common areas and teach those procedures to students and staff</i> ● <i>Teach school rules using various methods and teach those rules to students and staff</i> ● <i>Teach essentials using various methods and teach those essentials to students and staff</i> ● <i>Continue to reinforce rules and essentials throughout the school year</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Professional development</i> ● <i>Ron Clark Academy</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Building staff and student buy-in</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: EL students attending intervention groups, language specific-tutoring, and using Imagine Learning</p> <p>Foster/Homeless: All students will be assessed for skill deficits and provided the opportunity to learn in Intervention groups and tutoring</p> <p>Free and Reduced Lunch: Students will receive breakfast and lunch daily. They will also have a high-quality teacher to help them access instruction. This is 100% of my school.</p> <p>Migrant: N/A</p>	



Racial/Ethnic Minorities: All students assessed for skill deficits and provided opportunity to learn in Intervention groups and tutoring. This is 90% of my school

Students with IEPs: Students will be taught by a licensed teacher and will be provided instruction that matches their IEP goals.

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	\$5,539,964.55 (including carryover)	Staffing, tutoring, materials, resources, curriculum, intervention programs, parent resources, prep buyouts, CTTs	Goal 1 Goal 2 Goal 3
Title I	\$332,880 (Plus TI PK allocation)	Staffing	Goal 1 Goal 2 Goal 3
At-Risk Students	\$534,660.30	Staffing	Goal 1 Goal 2 Goal 3
Read by Grade 3	\$115,120.05	Staffing	Goal 1 Goal 2 Goal 3
ELL	\$277,611.26	Staffing	Goal 1 Goal 2 Goal 3
Gifted and Talented	\$54,301.96	Staffing	Goal 1

