



Clark County School District

McCall Elementary

School Performance Plan: A Roadmap to Success

Quannah McCall 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: Amanda Lush

School Website: <https://www.quannahmccallelementary.com/>

Email: lushak@nv.ccsd.net

Phone: 702-799-7149

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/26/2022



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/quannah_mccall_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
Amanda Lush	Principal(s)
Katie Rankin	Assistant Principal
Pamela Richardson	Teacher
Tracy Barkhuff	Teacher
Elvia Morales	Teacher
Gianna Rodriguez	School Counselor
Christine Jackson	Teacher(s)
Sarah Wright-Clancy	Teacher(s)
Ana Garcia	Paraprofessional
Syrenna Caldwell	Parent



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
Leader In Me Staff MRA survey	10/3/22	<ul style="list-style-type: none">• Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.
Leader In Me Parent MRA survey	10/14/22	<ul style="list-style-type: none">• Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.
School Organizational Team Meeting	10/25/22	<ul style="list-style-type: none">• Shared progress of SPP and gathered input from community



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 SBAC WIDA	Panorama Survey CCSD Survey Leader In Me MRA (Measurable Results Assessment).	Instructional Rounds Administrative Observations
	<i>Areas of Strength: Assessment results show a 8.1 percentage increase in ELA proficiency and growth on the 2021-2022 SBAC. The results of the Panorama survey show 82% of students feel supported through their relationships with friends, family, and adults at school.</i>		
	<i>Areas for Growth: ELA and Math Tier 1 instruction</i>		
Problem Statement	All students did not receive typical instruction during the Covid-19 pandemic. Historically, not all students had access to effective educators resulting in students not making adequate growth in ELA and Math.		
Critical Root Causes	The pandemic created discrepancies in the learning environments for all students. Some students missed critical skills during this time that are now becoming apparent. Prior administrators relied heavily on the use of long-term substitute teachers to fill vacancy positions for a high-needs school community resulting in a lack of effective Tier 1 instruction.		



Part B

Student Success	
<p>School Goal: 50% of students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2022-23 MAP Growth Assessment over fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2022-23 MAP Growth Assessment over fall baseline.</p>	<p>Aligned to Nevada's STIP Goal: 2 and 3</p>
<p>Improvement Strategy: Provide professional learning opportunities in purposeful planning within the NVACS. PLC's will include regular data review to guide instructional decision-making with administration guidance.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Accelerated Reader EBI 3, Easycbm EBI 3, enVisionMathematics Common Core 2020 EBI 3, Freckle EBI 3, Leader In Me EBI 4, MAP Accelerator EBI 3, myON EBI 3, Reach for Reading EBI 1.</i></p>	
<p>Intended Outcomes: By the end of the 2022-2023 school year, all observed Tier 1 instruction will include clearly defined daily outcomes for performance aligned with NVACS and opportunities for student discourse to ensure all students are able to explain their learning as measured by monthly progress monitoring, observations, and MAP Growth Assessment benchmarks.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Professional Development</i>● <i>Weekly Planning with instructional leadership</i>● <i>Weekly Prep Buy-Out for additional planning</i>● <i>Instructional walk through data</i>● <i>Add additional tutors for after-school tutoring</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● CCEA PLC Waiver● Staff● Defined outcomes and action steps● Additional staff for after-school tutoring	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Staff Attendance● Staff Buy-In● Staff Accountability	



- Staff willing to tutor after school

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

English Learners: Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development.

Foster/Homeless: Identify those in need of additional services and utilize the site-based social worker as well as other community resources for success.

Free and Reduced Lunch: All students receive free breakfast and lunch and will all qualify for all supports and strategies offered.

Migrant: N/A

Racial/Ethnic Minorities: Provide strategies to increase overall engagement and sense of belonging.

Students with IEPs: Provide strategies to increase overall engagement and sense of belonging.



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>Purposeful planning as observed during weekly grade level PLCs LIM MRA Staff Survey Results</i>	<i>Administration will provide professional development at regular intervals</i>	<i>Weekly agendas and defined outcomes for purposeful planning within each grade level for prep-buy accountability and monitoring of outcomes. Provide a system for parent involvement.</i>
	<i>Areas of Strength: Weekly PLC meetings occur regularly. Parent involvement through volunteering and School Organizational Team meetings has increased significantly.</i>		
	<i>Areas for Growth: Provide additional professional development regarding the alignment of the Standards and daily Tier 1 instruction to improve lesson planning and delivery.</i>		
Problem Statement	Alignment of Standard-based, grade level instruction in Tier I, including differentiation for all students needs to occur.		
Critical Root Causes	As a lingering impact of the Covid-19 pandemic, not all students are currently meeting grade level expectations in all areas. Alignment of grade level Standards to Tier I instruction, including effective differentiation, may not be taking place in all classes. Not all teachers have fully implemented this on a consistent basis for all learners with consideration to needs-based instruction.		

Part B

Adult Learning Culture	
School Goal: By the end of the 2022-2023 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews.	STIP Connection: 2



Improvement Strategy: Develop and implement a plan to provide professional development for all teachers in aligning Standards to Tier I ELA and Math planning and instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Data analysis conducted during PLC meetings, EBI 3

Intended Outcomes: By mid-year, 100% of teachers will participate in at least one professional development opportunity to improve Standards-based planning for Tier I instruction. By the end of the year, 100 % of teachers will participate in at least two professional development opportunities to improve Standards-based planning for Tier I instruction.

Action Steps:

- PLC Meeting Schedules
- Formatted agendas
- Meeting notes posted weekly in a common drive
- Weekly data shared in a common drive
- Contact RPDP or other District resources to plan professional development

Resources Needed:

- CCEA PLC Waiver
- Staff attendance
- Staff Buy-In
- Common Preparation Periods
- Additional funding to pay for possible professional development outside of contract time

Challenges to Tackle:

- Staff Attendance
- Staff Buy-In
- Staff Accountability
- Time to provide the professional development with staff

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

English Learners: Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development.

Foster/Homeless: Identify those in need of additional services and utilize the site-based social worker as well as other community resources for success.



Free and Reduced Lunch: All students receive free breakfast and lunch and will all qualify for all supports and strategies offered.

Migrant: N/A

Racial/Ethnic Minorities: Provide strategies to increase overall engagement and sense of belonging.

Students with IEPs: Provide strategies to increase overall engagement and sense of belonging.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
	<i>Leader In Me MRA Fall 2022 Survey Panorama Survey</i>	<i>Leader In Me MRA Fall 2022 Survey</i>	<i>Leader In Me MRA Fall 2022 Survey</i>
Data Reviewed	<i>Areas of Strength: Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.</i>		
	<i>Areas for Growth: Students build positive relationships through understanding, communicating, and valuing the differences they see in others.</i>		
Problem Statement	<i>According to the Fall 2022 Leader In Me Fall Measurable Results Assessment only 80% of surveyed students in grades 3-5 reported they believe that they are cared about and understood by the people in their school and feel a sense of belonging.</i>		
Critical Root Causes	<i>As a lingering impact of the Covid-19 pandemic, students have had difficulty interacting with same-age peers outside of their own families resulting in difficulties maintaining positive relationships with peers. As a result, students have a lower sense of confidence in their ability to achieve.</i>		



Part B

Connectedness	
School Goal: <i>90% of students in grades 3-5 will report they believe that they are cared about and understood by the people in their school and feel a sense of belonging as reported by the Leader In Me MRA Spring Survey.</i>	STIP Connection: Improve School Climate Goal 6
Improvement Strategy: Students will be given leadership opportunities based on personal interests and talents within the framework of Leader In Me.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Leader In Me EBI 4, Creating a positive school climate and culture - EBI 4	
Intended Outcomes: 90% of students in grades 3-5 will engage in leadership opportunities throughout the school community to increase positive self image and overall school engagement.	
Action Steps: <ul style="list-style-type: none">● Continue meetings with Lighthouse Team● Create Classroom Leadership Opportunities for students● Create school community leadership opportunities for students● Create Jr. Lighthouse team● Add Panorama survey to data	
Resources Needed: <ul style="list-style-type: none">● Staff● Students● Planning Opportunities for Students	
Challenges to Tackle: <ul style="list-style-type: none">● Staff Attendance● Staff Buy-in● Student Attendance● Student buy-in● Community acceptance● Time to analyze and implement changes based on Panorama survey	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	



English Learners: Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development.

Foster/Homeless: Identify those in need of additional services and utilize the site-based social worker as well as other community resources for success.

Free and Reduced Lunch: All students receive free breakfast and lunch and will all qualify for all supports and strategies offered.

Migrant: N/A

Racial/Ethnic Minorities: Provide strategies to increase overall engagement and sense of belonging.

Students with IEPs: Provide strategies to increase overall engagement and sense of belonging.



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)
Strategic Budget and Carryover	\$3,655,271.42	Staff Salaries Prime 6 Extra Duty Instructional Supplies Student Tutoring/Enrichment Activities Instructional PLC Custodial Supplies Technology Service Agreements Library Resources	Student Success Adult Learning Culture Connectedness
Title I	\$494,620.00	Staff Salaries Instructional Supplies Parent Involvement Supports	Student Success Adult Learning Culture Connectedness
At-Risk	\$521,588.58	Staff Salaries Recruitment and Retention Incentive Instructional Supplies Student Tutoring/Enrichment Activities Instructional PLC Technology	Student Success Adult Learning Culture Connectedness
ESSR	\$45,924.00	School Social Worker	Student Success Connectedness
PACT	\$15,000.00	Leader In Me	Connectedness