



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 MRI CSI TSI ATSI

Our SPP was last updated on 9/11/23



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/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)
Merrick Murray	Assistant Principal
Pamela Richardson	Teacher
Tracy Barkhuff	Teacher
Gianna Rodriguez	School Counselor
Christine Jackson	Teacher
Sarah Wright-Clancy	Teacher
Ana Garcia	Paraprofessional
Syrenna Caldwell	Parent
Malissa Hosier	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	5/18/23	<ul style="list-style-type: none">• Shared progress of SPP and gathered input from the community for Act 3 and Act 1.



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	Instructional Rounds Administrative Observations
	<p><i>Areas of Strength: Assessment results show a 8.1 percentage increase in ELA proficiency and growth on the 2021-2022 SBAC. We are awaiting SBAC results for the 22-23 school year. The results of the Spring Panorama Spring survey show 89% of students feel supported through their relationships with friends, family, and adults at school.</i></p>		
	<p><i>Areas for Growth: ELA and Math Tier 1 instruction. Specifically, we will incorporate Tier 1 instructional practices and identify learning intentions and success criteria during instruction.</i></p>		
Problem Statement	<p>Some teachers have not had adequate professional development in unwrapping the NVAC Standards and how to incorporate those Standards into purposeful planning. Historically, not all students had access to effective educators resulting in students not making adequate growth in ELA and Math.</p> <p>AB 219: The percentage of ELL students meeting adequate projected growth has decreased from 35.7% to 17.3% in 2021-2022.</p>		
Critical Root Causes	<p>Some students do not have the critical foundation skills. Teachers need to provide consistent, differentiated instruction during Tier 1 to support all learners and to bridge any gaps students may have.</p> <p>AB 219 A: There is a need for improved consistency in the delivery of rigorous differentiated instruction of Tier 1 to meet the needs of diverse learners.</p> <p>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</p>		



	classes. Not all teachers have fully implemented this on a consistent basis for all learners with consideration to needs-based instruction.
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Part B

Student Success	
<p>School Goal: Increase the percent of all students projected to be above the 41st percentile in mathematics from 29.6% (Spring 2023) to 50% by Spring 2024, as measured by MAP growth assessments.</p> <p>Increase the percent of all students projected to be above the 41st percentile in ELA from 34.3% (Spring 2023) to 50% by 2024 as measured by MAP Growth assessments.</p> <p>AB 219 C: 50% of all students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2023-24 MAP Growth Assessment over fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2023-24 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>AB 219 B: To increase the performance of English language learners (ELL) in language proficiency and content achievement, staff will Analyze WIDA Data and implement best practices. Newcomers will be supported through additional strategies provided through Understanding Language Development (ULD) professional development.</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 2023-2024 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"> ● Professional Development in Core 95 Phonics for all grade levels, HMH Reading, and LETRS to increase both pedagogical and practical knowledge in ELA for teachers. ● Weekly Planning with instructional leadership using new PLC structure PLC+. Teachers will have 100 minutes to plan with administration 	



and strategists to review data to inform decision making during lesson planning and long-term planning.

- *Weekly Prep Buy-Out for additional planning*
- *Instructional walk through data to ensure learning goals and success criteria are posted, shared with students, and referred to during the lesson.*
- *Add additional tutors for after-school tutoring*
- *Add additional staff for small groups during Tier I Instruction, including two instructional assistants and two strategists to ensure students are receiving grade-level instruction scaffolded to their needs.*

AB 219 D: *(Responsible: Administration, strategist, teacher)*

- Professional Development
- Weekly Planning with instructional leadership
- Weekly Prep Buy-Out for additional planning
- Instructional walk through data
- Complete Understanding Language Development (ULD) sessions provided by ELLD.

Resources Needed:

- CCEA PLC Waiver
- Staff
- Defined outcomes and action steps
- Additional staff for after-school tutoring

Challenges to Tackle:

- Staff Buy-In
- Staff Accountability
- Staff willing to tutor after school

Potential Solutions for the identified challenges:

Staff Buy-In: Involve staff in the process of creating systems and structures for implementation of the new curriculum (HMH and Core 95).

Staff Accountability: Create a system for peer accountability to encourage staff members to support each other.

Staff willing to tutor after school: Provide extra duty pay for staff willing to tutor.

1003(a) Improvement Strategy: *Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *95 Core Phonics (1)*

Intended Outcomes: Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.



Action Steps: Implement CCSD's Teaching and Learning expectations for Tier II instruction:

- Analyze MAP Growth Assessment data to identify students scoring below the 40th percentile in reading.
- Students identified as needing further assessment are administered a diagnostic or curriculum-based assessment to determine specific instructional needs, as prescribed in the Tiered Instruction Flowchart.
- Based on the data, educators collaboratively determine each student's specific need(s) for Tier II instruction, including skill-specific intervention.
- Communication will be provided to parents/guardians for students who are provided with Tier II instruction.
- Provide small group, Tier II instruction and intervention to identified students using 95 Core Phonics.
- Progress monitor data to monitor student improvement on identified knowledge, skill, and/or concept deficits.
- School teams analyze the data to determine whether Tier II instruction has been effective in improving student performance and make adjustments to the plan.

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers

Additional Resources:

- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:

- Student absenteeism; *Potential Solution:* Provide Multi-Tiered Systems of Support for attendance, along with contact/contracts with families.

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

English Learners: [AB 219 D: 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	Students are currently not 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



<p>School Goal: By the end of the 2023-2024 school year, 100% of lesson plans will show evidence of differentiation as measured by lesson plan reviews. Differentiation will be based on data, small groups will be flexible, and will be reviewed during weekly PLCs.</p>	<p>STIP Connection: 2</p>
<p>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.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Data analysis conducted during PLC meetings, EBI 3</p>	
<p>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. Professional development will concentrate on how to incorporate ExactPath and the new reading curriculum to strategically target standards.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● PLC Meeting Schedules will be revised to provide 100 minutes per week for each classroom teacher to collaborate with grade level partners and administration.● PLC+ structure will be adopted by the school to streamline PLCs, which will include formatted agendas and meeting notes posted weekly in a common drive.● Administration will provide PD for the new HMH ELA curriculum and additional PD for ExactPath if necessary as soon as possible to ensure teachers are able to use the curriculum to differentiate for small groups during Tier 1 instruction. <p>AB 219 E:</p> <ul style="list-style-type: none">● PLC to purposefully plan high expectations with language supports in all grade level content area lessons for ELL and all students.● Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks.● Provide peer coaching and feedback on instructional strategies (Administration, Strategists, and Teachers)● Use MAP data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC (Administration, Strategists, and Teachers)● Instructional Observations to monitor academic discourse and implementation of instructional practices during professional learning. (Administration, Strategists, ELLD, and Teachers)<ul style="list-style-type: none">○ Evidence of Practice:<ul style="list-style-type: none">● Classroom observations● Instructional rounds/walks● WIDA and MAP assessment data to determine goals to address identified needs to differentiate professional learning and/or instruction.	

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

Potential Solutions for the identified challenges:

Staff Buy-In: Involve staff in the process of creating systems and structures for implementation of the new curriculum (HMH and Core 95).

Staff Accountability: Create a system for peer accountability to encourage staff members to support each other.

Staff willing to tutor after school: Provide extra duty pay for staff willing to participate in additional professional development necessary outside contract hours to ensure implementation with fidelity.

1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); 95 Phonics Core Program (1)*

Intended Outcomes: Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts.

Action Steps:

- Teachers will participate in job-embedded professional learning provided by the 95 Core implementation manager and/or the Read by Grade 3 learning strategist.
- Teachers will participate in on-site coaching and collaboration with grade-level peers.
- Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction.
- Teachers will participate in a book study, add-on days for planning and data analysis, Saturday institutes, and/or a literacy conference.
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.



- Implementation managers will provide at least 3 on-site coaching days per grade level, per teacher.

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers
- Look-for tools (Instructional walks and PLC)
- Funding for a literacy conference, books, and extra-duty pay for Saturday institutes

Additional Resources:

- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for Saturday institutes

Challenges to Tackle:

- Teacher attendance; *Possible Solution:* Offer incentive to teachers who attend all PLCs, add-on days, institutes, and conferences.
- Fidelity to the program model; *Possible Solution:* Implementation managers will provide additional coaching days to address program fidelity.

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

English Learners: [AB 219 E: 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
Data Reviewed	<i>Panorama Survey</i>	<i>Leader In Me MRA Fall 2022 Survey</i>	<i>Leader In Me MRA Fall 2022 Survey</i>
	<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 Spring Panorama survey only 89% 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>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: Mccall ES will increase the percentage of students in grades 3-5 who report they believe that they are cared about and understood by the people in their school and feel a sense of belonging from 89% to 95% as reported by the Panorama Spring Survey.	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: 95% 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:

- The Lighthouse Team will continue monthly meetings with a new structure based on collaboration with Leader In Me staff. Information will flow from the Lighthouse team to Action Teams and vice versa bi-weekly for seamless communication on initiatives.
- Teachers will create Classroom Leadership Opportunities for students that will change weekly or monthly depending on the class.
- Action Teams will create school community leadership opportunities for students that will change based on the task.
- The Lighthouse Team will create a Jr. Lighthouse team that will serve for the school year. This team will represent the students' ideas and will assist in developing school community leadership opportunities.
- The school counselor and school social worker will analyze and disseminate data gathered from the Panorama Survey to staff to better understand the students' needs three times per school year.

Resources Needed:

- Staff
- Students
- Planning Opportunities for Students

Challenges to Tackle:

- Staff Buy-in
- Staff Accountability
- Student Attendance
- Student buy-in
- Time to analyze and implement changes based on Panorama survey

Potential Solutions for the identified challenges:

- **Staff Buy-In:** Involve staff in the process of creating systems and structures for implementation of a newly structured Lighthouse Team, and in turn, the communication with the Action Teams.
- **Staff Accountability:** Create a system for peer accountability to encourage staff members to support each other in creating and sustaining systems where students have leadership opportunities.
- **Student Attendance:** Provide attendance incentives for 98% attendance each month. Celebrate attendance at monthly lunch assemblies.



- **Student Buy-In:** Involve students in the process of creating systems and structures for implementation of the Junior Lighthouse Team and school-wide leadership opportunities.
- **Time to analyze and implement changes based on the Panorama Survey:** Administration will provide collaboration time for the school counselor and the school social worker to analyze the Panorama Survey three times per year. Administration will also provide time during bi-weekly staff meetings for this information to be disseminated to the staff as appropriate.

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
<i>Title I 1003(a)</i>	District Award \$6,373,983.44	District contract with the 95	Student Success, Adult Learning



		<p>Percent Group LLC, ThinkCERCA, and McGraw Hill to provide professional services to designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, training supplies, books, flexible seating.</p>	<p>Culture</p>
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