Clark County School District

McMillian Elementary School

School Performance Plan: A Roadmap to Success

McMillan 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: Nikki Longmore
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School Designations: ☑ **Title I** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☑ **ATSI**

Our SPP was last updated on July 1, 2024

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/james_b._mcmillan_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
Nikki Longmore	**Principal**
Gerold Petrosky, Christina Bass	**Assistant Principal**
Cheri Griggs,	**Teacher**
Robyn Scheib	**Office Manager**
Ayesha August, Sabrina Torres	**Parent(s)**
Gregg Townsend	**Community Member**

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	5/9/24	Reviewed SPP goals, improvement strategies, action steps.
SOT Meeting	8/22/24	Reviewed SPP goals, improvement strategies, action steps to complete status check 1.
SOT Meeting		Reviewed SPP goals, improvement strategies, and action steps to complete status check 2.

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

<table>
<tr><th colspan="4">Student Success</th></tr>
<tr><th></th><th>Student Performance</th><th>Social and Emotional Learning</th><th>Access to Rigorous Texts and Tasks</th></tr>
<tr><td rowspan="3">Data Reviewed</td><td>MAP Growth Data (24 - 25)
SBAC Data (23 - 24)
WIDA Data (23-24)</td><td>Panorama
FocusED Data - District Wide Survey</td><td>Classroom Observations, Lesson Plans, PLC templates</td></tr>
<tr><td colspan="3">Areas of Strength:
● Increase of overall ELA data from 27.9% proficiency during the 2022-2023 school year to an overall proficiency of 43.2% during the 2023-2024 school year. Increase of overall math data from 20.9% proficiency during the 2022-2023 school year to an overall proficiency of 31.6% during the 2021-2022 school year.
● In the 2023-2024 school year, 3 students exceeded expectations for English Language Acquisition as measured by WIDA and were exited from further monitoring
● In the Fall of 2024, 21% of students were at or above the 61st percentile in mathematics as measured by MAP Growth</td></tr>
<tr><td colspan="3">Areas for Growth:
● Overall math proficiency was at 31.6% during the 2023-2024 school year. Historical math proficiency rates and lack of attaining previous School Performance Plan goals, showcase the need to focus on math proficiency and growth across all grade levels.</td></tr>
<tr><td>Problem Statement</td><td colspan="3">Students are not making adequate growth in mathematics as determined by MAP Growth Math Assessments and SBAC proficiency rates.</td></tr>
<tr><td>Critical Root Causes</td><td colspan="3">Tier I instruction is not consistently meeting the rigor of the standards in grades K-5. Summative and formative assessments do not consistently align to the learning targets and expectations of the standard.</td></tr>
</table>

Part B

Student Success	
School Goal: Increase the percent of all students proficient in math from 31.6% in 2024 to 36.6% in 2025 as measured by SBAC AND Increase the percent of students scoring above the 40th percentile in math from 51% in Fall 2024, to 56% Winter 2024 to 61% Spring 2025 as measured by the MAP Growth Assessment. Increase the percent of all students proficient in ELA from 43.2% in 2024 to 48.2% in 2025 as measured by SBAC AND Increase the percent of students scoring above the 40th percentile in ELA from 48% in Fall 2024 to 53% to Winter 2024 to 58% Spring 2025 as measured by the MAP Growth Assessment.	**Aligned to Nevada's STIP Goal:** Goal 3: All students experience continued academic growth.
Improvement Strategy: Teachers will consistently utilize approved instructional resources to ensure effective Tier 1 instruction is provided throughout the Tier 1 instructional framework. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* PLC planning tool Level 3; NEPF Observational Tool Level 1; Formative Assessment Data Level 2	
Intended Outcomes: Consistent rigorous Tier I instruction aligned to the Nevada Academic Content Standard in all K-5 classrooms.	
Action Steps: ● Teachers will engage in the purposeful planning process to ensure alignment with the District's pacing guides that include task-standard alignment, identify the learning intentions and success criteria, identify a daily check for understanding(s), and participation in grade level PLCs. ● Teachers will utilize Tier I District approved curriculum resources (HMH, enVisions, Core 95)and ensure students interact with grade level appropriate texts and manipulatives during learning tasks. ● Teachers will deliver lessons/instruction that includes scaffolds and differentiation strategies to meet student needs, student completion of a daily formative check for understanding, and student interaction with the Learning Intention and Success Criteria	
Resources Needed: ● Lesson planning process that address critical components of Tier I expectations ● Professional learning sessions that are aligned to the redelivery of CCSD expectations around planning and data analysis	

- Approved Tier I instructional materials
- *CCSD Curriculum Hub, CCSD content pacing guides, CCSD Math and ELA framework, PLC agendas and notes, and observation feedback notes.*

Challenges to Tackle:

- Consistency in instructional systems/structures: Teachers will consistently engage in the school-wide planning process to create purposeful lessons that are aligned to the district pacing guide and include learning intentions and success criteria.
- Climate and culture (compliance to transformative): Teachers will utilize building learning strategists to build teacher efficacy and improve student outcomes.
- Ongoing Professional Learning opportunities to meet the variety of needs of the team.: Teachers will actively participate in professional learning on providing differentiated Tier I/II instruction, and will leverage formative assessment data to drive instruction.

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

- English Learners: Data Reviewed: ELL ELA Proficiency: 25%, ELL Math Proficiency: 50%, ELL WIDA Met AGP: 44.6%
  Within each lesson teachers will purposefully plan for discourse and engagement strategies/Accountable Talk. During grade level PLCs, instructional strategies will be discussed along with data to drive the next steps and the effective use of ELL strategies and practices. McMillan ES will provide professional learning focused on designing learning tasks for students that ensure reciprocal, academic discourse on grade-level content using the district adopted Tier I instructional materials.
- Foster/Homeless: Care Solace referrals; counselor, safe school professional support, and student success advocate; providing wrap-around services (Hazel Health).
- Free and Reduced Lunch: Care Solace referrals; counselor and safe school professional support, student success advocate; providing wrap-around services; 1:1 devices for all students (Food bags Three Square)
- Migrant: N/A
- Racial/Ethnic Minorities: Discourse and engagement strategies/Accountable Talk
- Students with IEPs: Implementing accommodations as stated on IEPs; direct pull-out services; direct instruction on behavior modifications; inclusive practices in the general education setting; using appropriate discourse and engagement strategies/Accountable Talk.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Lesson Plans, Instructional Rounds Student Discourse Data*	*Observational feedback document Instructional rounds document*	*PLC, Coaching and feedback, Collaboration with RPDP on Number Talks and math rotations, observation notes, and instructional round data*
	Areas of Strength: PLC, teachers are coming to PLC's prepared to discuss student data and task standard alignment.		
	Areas for Growth: Professional learning on purposeful planning, and effective coaching cycles guided by real time data and instructional trends.		
Problem Statement	Professional learning opportunities were not offered as often as needed to ensure that teachers were able to have adequate time to plan learning tasks and assessments aligned to the standards.		
Critical Root Causes	Administration did not have a structure in place to identify the differentiated needs of staff; coupled with shifts in instructional support for educators.		

Part B

Adult Learning Culture	
School Goal: By the end of the 2024-2025 school year, 100% of licensed staff will participate in Professional Learning Community (PLC) meetings that follow a school plan document aligned to the District's PLC Framework and Plan Guide document as measured by completion of the PLC plan document, PLC meeting observations, and Tier I Monitoring Tool classroom walkthroughs.	**STIP Connection:** Goal 2: All students have access to effective educators.

Improvement Strategy: Provide continuous differentiated professional learning sessions and coaching/feedback cycles in high leverage, Tier I and Tier II instructional strategies for math and ELA. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* Coaching Level 2; Envisions Level 3; Data Analysis Level 3; Build a committed staff and provide professional development (1); MAP Growth Assessments (2); Multi-Tiered Systems of Support (MTSS) (1).	
Intended Outcomes: All teachers will consistently provide Tier I and Tier II instruction aligned to the grade level standard including rigorous learning tasks and assessments.	
Action Steps: ● During PLC, teachers will leverage aligned tasks to ensure all students own the learning and work towards mastery of the standard as measured by common grade level assessments (formative, summative, performance tasks etc.) ● During PLC, teachers will analyze assessment data (MAP Growth Assessment, summative assessments, formative assessments, performance tasks etc.) to identify next steps for Tier I instruction scaffold and differentiation, student reteaching and identify students needing Tier II intervention. ● Teachers will implement instructional feedback based on the schoolwide focus of Tier 1 instructional rounds and coaching cycles for differentiated support.	
Resources Needed: ● PLC Planning Document, aligned to CCSD PLC/Tier I expectations ● Instructional Rounds Schedule and Coaching Feedback Cycle of ongoing Support ● RBG3 Strategist for ELA support, Math interventionist to assist with Tier II support ● Professional Learning schedule (MTSS Redelivery and ongoing differentiated support) ● A copy of The Teacher Clarity Playbook and professional learning for all teachers	
Challenges to Tackle: ● Student learning achievement gaps: Teachers will actively participate in professional learning and implement effective strategies for Tier I and Tier II instructional practices within math to address learning achievement gaps. ● Teacher pedagogy: Teachers will actively participate in professional learning and implement effective strategies for Tier I and Tier II instructional practices within math. ● Staff perceptions of high cognitive demand tasks and assessments connected to the standard: PLC Planning Document, aligned to CCSD PLC/Tier I expectations and using the Common Core Companion to unwrap standards. ● Climate and culture (compliance to transformative): Teachers will utilize building learning strategists to build teacher efficacy and improve student outcomes.	

• Consistency in instructional systems/structures: Professional Learning schedule (MTSS Redelivery and ongoing differentiated support)
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
• English Learners: Title III funding will be leveraged to provide curricular materials to support ELL-specific language development courses, targeting either Newcomers or Long-term English Language Learners (LTELs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities. • Foster/Homeless: The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. • The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress. • Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hours tutoring and/or Saturday study camps. • Migrant: N/A • Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students. • Students with IEPs: Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*CCSD Parent/Student/ Staff Survey* *FocusEd Attendance Data*	*CCSD Parent/Student/ Staff Survey* *FocusEd Attendance Data*	*Title 1 Feedback Survey/CCSD Parent/Student/ Staff Survey*
	Areas of Strength: District Survey data indicates that 12 out of 16 areas, within Social Learning, increased from last school year to this school year.		
	Areas for Growth: Providing students with the tools and resources to combat feeling overwhelmed and anxious.		
Problem	Students sometimes stay home because they feel overwhelmed and anxious.		

Statement	
Critical Root Causes	Students do not have the necessary tools to persevere when they begin to feel overwhelmed or anxious about a situation.

Part B

Connectedness	
School Goal: Reduce the percentage of chronically absent students from 35.8% (2023-2024) to 30% (2024-2025) as measured by FocusED.	**STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Social Emotional Learning activities will occur weekly for all students K-5. **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Sanford Harmony Level 4, Counselor - Level 2*	
Intended Outcomes: All students feel supported and persevere through challenges that cause stress and anxiety.	
Action Steps: ● Safe School Professional, Student Success Advocate, and School Counselor will provide weekly SEL lessons to all students K-5 ● Implement a student Recognition and Incentive plan for positive attendance. ● Implement a structured, progressive plan to monitor student attendance and absences that includes the Attendance Officer, School Clerk, and Counselor contacting families at identified intervals, creating a plan for successful attendance, conferencing with the student and families, and providing student and family resources and support. ● Leverage the PBIS and Restorative practice system to close the gap between chronic absenteeism and student behavior incident rates	
Resources Needed: ● Student goal setting ● Counselor, safe school professional, student success advocate ● Hazel Health/Care Solace	
Challenges to Tackle: ● Increased number of students in emotional crisis: Teachers and administration will refer qualifying students to the IMPACT Team.	

- Housing and family struggles, homelessness: Counselor, safe school professional, student success advocate
- Needing support with coping skills, stress reduction and self-awareness when dealing with childhood trauma: The counselor, safe school professional, and student success advocate will ensure that families and students receive appropriate wrap-around services.

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

- English Learners: Title III funding will be leveraged to provide curricular materials to support ELL-specific language development courses, targeting either Newcomers or Long-term English Language Learners (LTELs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities.
- Foster/Homeless: The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
- Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hours tutoring and/or Saturday study camps.
- Migrant: N/A
- Racial/Ethnic Minorities: Utilize a language learner specialist to provide tiered interventions and acceleration for students.
- Students with IEPs: Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

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 Budget	3,976,901.78	Staffing additional units to decrease class sizes, strategists to support instructional groups and coaching	Goals 1, 2, and 3
Read By Grade 3	94,969.60	Strategist for K-3 to improve reading proficiency in primary grades	Goals 1, 2, and 3
Title I Budget	244,330.00	Title I tutoring to support, additional classroom teachers to	Goal 3

		reduce class sizes, and academic achievement	