

Clark County School District

McMillan, James B. ES

2025-2026 School Improvement Plan

Title I, ATSI

Mission Statement

At McMillan ES, we prioritize the needs of children first. We foster an environment where every child feels challenged, can explore their curiosities, and will be kind, all while receiving a high quality education. As a school community, we are respectful, responsible, and safe in all we do. We continuously evaluate and challenge our instructional practices to ensure that we are meeting the diverse needs of our students, while preparing them for success in an ever-changing world.

Vision

At McMillan ES, we strive to create a community where every child feels valued, inspired and is equipped with the tools they need to succeed academically, socially, and emotionally.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/james_b._mcmillan_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success 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 2023-2024 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

Student Success 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.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to multiple languages spoken in the house, students often lack basic English skills.	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.

Student Group	Challenge	Solution
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Due to low-income students are often coming to school without basic needs being met.	Care Solace referrals; counselor, providing wrap-around services; 1:1 devices for all students (Food bags Three Square) providing wrap-around services (Hazel Health).
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Due to racial/ethnic inequities students struggle to engage in meaningful discourse with their peers.	Discourse and engagement strategies/Accountable Talk
Students with IEPs	Due to unfinished learning students with IEP's are sometimes pulled from their general education classrooms to fill educational and behavioral gaps.	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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are not making adequate growth in mathematics as determined by MAP Growth Math Assessments and SBAC proficiency rates.

Critical Root Cause: 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.

Inquiry Area 1: Student Success

SMART Goal 1: 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 at or above the 61st percentile in math from 34% in Spring 2025, to 37% Fall 2025 to 43% Spring 2026 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 61st percentile in ELA from 30% in Spring 2025 to 33% to Fall 2025 to 39% Spring 2026 as measured by the MAP Growth Assessment.

Formative Measures: Weekly PLC meeting data
Tier I Monitoring Tool
MAP Growth Assessment Data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will consistently utilize approved instructional resources to ensure effective Tier 1 instruction is provided throughout the Tier 1 instructional framework.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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, and participation in grade-level PLCs.	Grade Level Teachers	Weekly			
2	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.	Administration	Weekly			
3	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.	Administration	Weekly			
Position Responsible: Administration Resources Needed: Lesson planning process that addresses 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. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: NEPF Observational Tool Level 2: Moderate: Formative Assessment Data Level 3: Promising: PLC Planning Tool Problem Statements/Critical Root Cause: Student Success 1						

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC, teachers are coming to PLC's prepared to discuss student data and task standard alignment.

Adult Learning Culture Areas for Growth

Teachers will create an environment that is emotionally, psychologically, and physically safe, where students are more likely to engage in meaningful interactions, ask questions, and engage in academic risk taking without fear of embarrassment or failure.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students come with lack of basic English skills to engage in meaningful discourse with their peers.	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	N/A	
Free and Reduced Lunch	Staff will focus on engaging students during Tier I instruction.	Licensed and support staff will provide opportunities for after-hours tutoring and/or Saturday study camps.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Due to racial/ethnic inequities students are sometimes unable to make connections with Tier I materials.	Utilize a language learner specialist to provide tiered interventions and acceleration for students.
Students with IEPs	Due to unfinished learning students with IEP's are sometimes pulled from their general education classrooms to fill educational and behavioral gaps.	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.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Professional learning opportunities will be offered at the beginning of the 2025-2026 school year to support teachers in creating a classroom culture that promotes academic risk-taking.

Critical Root Cause: Classroom cultures do not currently indicate that students feel comfortable taking academic risks in the classroom.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of students being able to describe or demonstrate what successful learning looks like and students being able to describe the value of what they are learning and how they are learning it from 58% in the spring of 2025 (TMT) to 80% in spring 2026 as measured by the RIGOR Walk Tool.

Formative Measures: RIGOR Walk-Through Tool
Tier I Monitoring Tool

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide continuous differentiated professional learning sessions and coaching/feedback cycles in high leverage, Tier I and Tier II instructional strategies for math and ELA.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Grade level teachers, Administration	Weekly			
2	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.)	Grade level teachers, Administration	Weekly			
3	Teachers will implement instructional feedback based on the schoolwide focus of Tier 1 instructional rounds and coaching cycles for differentiated support.	Grade level teachers, Administration	Weekly			
Position Responsible: Administration 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: MTSS, Build a committed staff and provide professional development Level 2: Moderate: Coaching, MAP Growth Assessments Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness 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.

Connectedness Areas for Growth

Providing students with the tools and resources to combat feeling overwhelmed and anxious.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students come with lack of basic English skills to engage in meaningful discourse with their peers.	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 (LTEs). Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities.
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	Due to low-income students are often coming to school without basic needs being met.	Licensed and support staff will provide opportunities for after-hours tutoring and/or Saturday study camps. 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.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Due to racial/ethnic inequities students struggle to engage in meaningful discourse with their peers.	Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Student Group	Challenge	Solution
Students with IEPs	Due to unfinished learning students with IEP's are sometimes pulled from their general education classrooms to fill educational and behavioral gaps.	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students sometimes stay home because they feel overwhelmed and anxious.

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

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of chronically absent students from 26.8% (2024-2025) to 22% (2025-2026) as measured by FocusED.

Formative Measures: FocusED data, trending students
Panorama data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																						
Improvement Strategy 1: Social Emotional Learning activities will occur weekly for all students K-5. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Student Success Instructional Facilitator (SSIF), Title I FACES, and School Counselor will provide weekly SEL lessons to all students K-5</td><td>SSIF, Title I FACES, counselor, administration</td><td>Daily/ Weekly</td></tr><tr><td>2</td><td>Leverage the PBIS and Restorative practice system to close the gap between chronic absenteeism and student behavior incident rates</td><td>SSIF, administration</td><td>Weekly</td></tr><tr><td>3</td><td>Implement a structured, progressive plan to monitor student attendance and absences that includes the SSIF, 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.</td><td>SSIF, Title I FACES, counselor, administration</td><td>Daily/ Weekly</td></tr><tr><td>4</td><td>Implement a student Recognition and Incentive plan for positive attendance.</td><td>SSIF, Title I FACES, counselor, administration</td><td>Monthly</td></tr></table> Position Responsible: Adminisration Resources Needed: Student goal setting Counselor, SSIF, and , Title I FACES Hazel Health/Care Solace Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Counselor Level 4: Demonstrate Rationale: Sanford Harmony Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Student Success Instructional Facilitator (SSIF), Title I FACES, and School Counselor will provide weekly SEL lessons to all students K-5	SSIF, Title I FACES, counselor, administration	Daily/ Weekly	2	Leverage the PBIS and Restorative practice system to close the gap between chronic absenteeism and student behavior incident rates	SSIF, administration	Weekly	3	Implement a structured, progressive plan to monitor student attendance and absences that includes the SSIF, 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.	SSIF, Title I FACES, counselor, administration	Daily/ Weekly	4	Implement a student Recognition and Incentive plan for positive attendance.	SSIF, Title I FACES, counselor, administration	Monthly	Status Check		EOY Reflection
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4	Implement a student Recognition and Incentive plan for positive attendance.	SSIF, Title I FACES, counselor, administration	Monthly																							
Oct	Feb	June																								
No review	No review																									

Priority Problem Statements

Problem Statement 1: Students are not making adequate growth in mathematics as determined by MAP Growth Math Assessments and SBAC proficiency rates.

Critical Root Cause 1: 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.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Professional learning opportunities will be offered at the beginning of the 2025-2026 school year to support teachers in creating a classroom culture that promotes academic risk-taking.

Critical Root Cause 2: Classroom cultures do not currently indicate that students feel comfortable taking academic risks in the classroom.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students sometimes stay home because they feel overwhelmed and anxious.

Critical Root Cause 3: Students do not have the necessary tools to persevere when they begin to feel overwhelmed or anxious about a situation.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Lesson Plans
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CI Team will meet at the beginning of the school year to review the plans and discuss any feedback. The SPP will also be presented and reviewed during the September SOT meeting.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

We have used Title I funding to reduce class sizes.

2.6: Address needs of all students, particularly at-risk

Having smaller class sizes provides an opportunity for the classroom teacher to have additional opportunity to provide support for our EL population.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

The school offers multiple parent involvement activities throughout the year. While planning these events and when feasible we offer morning and afternoon sessions.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,765,119.91	Staffing	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$241,078.89	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$261,520.44	Staffing	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$656,914.17	Licensed Extra Duty Pay for training, Prep Buyout for PLCs, Tutoring, Support Staff Extra Duty for family nights, Field Trips and Transportation for field trips	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$241,078.89	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$38,114.43	Staffing	Student Success, Adult Learning Culture, Connectedness
Title IA	\$243,432.00	General Supplies	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
CI Team Lead	Nikki Longmore	Principal