



Clark County School District

McMillian Elementary

School Performance Plan: A Roadmap to Success

Enter school name 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 ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on November 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/james_b._mcmillan_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
Nikki Longmore	Principal
Gerold Petrosky	Assistant Principal
Beth Todd, Christina Bass, Maureen Kintzer, Michelle Prince	Teacher
Robyn Scheib	Office Manager
Marissa Grady, Danielle Welty	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
Back to school meeting	8/5/2022	Review of PFEP
SOT	9/8/2022, 9/29/2022, 10/13/2022, 11/17/2022 12/8/2022	Review of Title I budget, Review of Districtwide Survey results, staffing, results of the NSPF
Parent Chat Meeting	11/28/2022	Review of the new PFEP, and Chronic absenteeism



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.

NRS 388.408, Section 1 requires principals of public schools which demonstrate low academic achievement of English learner (EL) pupils to establish a corrective action plan (CAP).

AB 219 (a): Root causes of the low levels of achievement among English learners

AB 219 (b): Plans to address the EL root causes

AB 219 (c): Attainable quantitative goals and timeline for English learners

AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible)

AB 219 (e): Plans to provide professional development designed to address the needs of English learners

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Growth Data (22 - 23) SBAC Data (21 - 22) WIDA Data (21-22)	Panorama FocusED Data - Districtwide Survey	Classroom Observations, Lesson Plans, PLC templates
	Areas of Strength: Increase of overall ELA data from 18.6% proficiency during the 2020-2021 school year to an overall proficiency of 29.6% during the 2021-2022 school year. Increase of overall math data from 4.6% proficiency during the 2020-2021 school year to an overall proficiency of 18.2% during the 2021-2022 school year.		
	Areas for Growth: Increase overall math proficiency from 18.2% from the 2021-2022 school year to an overall proficiency of 24% during the 2022-2023 school year.		



Problem Statement	Students are not making adequate growth in ELA and mathematics as determined by the MAP fall 22-23 data.
Critical Root Causes	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. AB 219 (a): Root causes of the low levels of achievement among English learners: Students are not provided consistent opportunities to engage in meaning-making through extended productive discourse between student and teacher and student to student. As evidenced in the data, WIDA and SBAC, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills for educators to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content that builds English language development and content simultaneously.

Part B

Student Success	
School Goal: <i>Increase the percentage of students scoring above the 61st percentile in ELA from 23% in the Fall 2022 to 25% in winter, and 30% in spring of 2023 as measured by the MAP Growth Assessment.</i> <i>Increase the percentage of students scoring above the 61st percentile in Math from 21% in the Fall 2022 to 23% in winter, and 28% in spring of 2023 as measured by the MAP Growth Assessment.</i> AB 219 (c): Attainable quantitative goals and timeline for English learners: In addition, McMillan ES will increase the percentage of ELs proficient in mathematics from 18% (fall) to 20% (winter) to 22% (spring) and in ELA from 11% (fall) to 13% (winter) to 15% (spring) by May 2023 as measured by the MAP® Growth™ Assessments.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: Teachers plan for and implement rigorous Tier I instruction. Ensuring that all student learning tasks are aligned to the standard. 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 1 instruction aligned to the Nevada Academic Content Standard in all K-5 classrooms.	

**Action Steps:**

- Weekly PLC meeting to discuss student performance, including formative and summative assessment data.
- Unwrapping standards to identify learning and knowledge targets.
- Weekly creation/analysis of common formative and summative assessment to ensure alignment to the rigor of standards in grades K-5.
- Conduct instructional rounds to determine trends in Tier I instruction.
- Provide differentiated professional learning next steps for each staff member on Tier I instruction.
- Refine PLC and lesson planning practices that will result in standard aligned instruction and increased student learning outcomes.
- Conduct strategic and purposeful classroom observations and provide immediate actionable feedback to teachers.
- Creation of Student Learning Goals that are connected to winter 2022 MAP performance data in grades K-5
- Create a Student Success Advocate position to track and provide support to get students to school on a more consistent basis.
- **AB 219 (b): Plans to address the EL root causes:** *During grade level PLCs, instructional strategies aligned to ULD PL will be discussed along with data to drive the next steps and the effective use of ELL strategies and practices and next steps/supports will be determined and carried out.* McMillan ES will provide professional learning focused on designing learning tasks for students that ensure reciprocal, academic discourse on grade-level content.
- **AB 219 (b): Plans to address the EL root causes:** AB219 Administration will purchase Imagine Learning and Lexia English for all students scoring a 3.5 or below on overall WIDA to support student's language acquisition.

Resources Needed:

- Scored assessment data from all staff.
- Purposeful lesson planning ie. What learning tasks will students be asked to perform etc.
- ReadyGen, Study Island, Envisions instructional, assessment materials, and Phonics to Reading.
- Weekly Grade Level PLC document.
- Student Success Advocate, Strategists (Coaches)
- *Curriculum Engine, CCSD mathematics and ELA pacing guides, CCSD Math and ELA framework, PLC agendas and notes, and observation feedback notes.*

Challenges to Tackle:

- Substitute teacher
- Excessive staff absences
- Chronic student absenteeism and transiency
- Differentiating PL in order to meet teachers where they are at
- Transition from compliance to having a sense of urgency
- Teacher resistance of change

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



English Learners: Within each lesson teachers will purposefully plan for discourse and engagement strategies/Accountable Talk.

Foster/Homeless: Care Solace referrals; counselor and safe school professional support; providing wrap-around services (Hazel Health)

Free and Reduced Lunch: Care Solace referrals; counselor and safe school professional support; 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, utilize lesson planning template within curriculum engine to show evidence of purposeful planning.		



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 to the standards.
Critical Root Causes	Administration did not have a structure in place to identify the differentiated needs of staff; change in district and school-wide initiatives from year to year.

Part B

Adult Learning Culture	
School Goal: By the end of the 2022-2023 school year, 100% of licensed staff will effectively align learning tasks and assessments to the rigor of the standard in all classrooms and purposefully plan opportunities for student to student and student to teacher productive discourse as measured by instructional rounds data, classroom observations, and lesson plans.	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 instructional strategies for ELA and math. Provide professional learning on planning for task alignment and the assessment to the standard.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Coaching Level 2; Envisions Level 3; Study Island data Level 1; Data Analysis Level 2; Differentiated professional learning calendar Level 1	
Intended Outcomes: All teachers will consistently provide Tier I instruction aligned to the grade level standard including rigorous learning tasks and assessments.	
Action Steps: ● Ongoing differentiated coaching and feedback cycles including modeling of effective Tier I instruction and bite sized next steps. ● Teachers will participate in instructional rounds including data analysis. ● Site-based mentors assigned to staff. ● Refine PLC and lesson planning practices that will result in standard aligned instruction and increased student learning outcomes. ● Conduct instructional rounds to determine trends in Tier I instruction. ● Provide ongoing differentiated professional learning next steps for each staff member on Tier I instruction. ● Provide ongoing professional learning on unwrapping standards. ● Provide ongoing professional learning on task alignment to standards. ● Provide professional learning on the backwards assessment model. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions:	



- Deliver professional learning on discourse structures as a means of raising the level of academic discourse among ELL students (Responsible:McMillan Administrators).
- *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 and next steps/supports will be determined and carried out. (McMillan administration)*

Resources Needed:

- Instructional rounds schedule.
- Strategist to support grades K-1st, 2nd-3rd, 4th-5th, and (3, 4, 5, intensive interventionist) to assist with planning and embedding accountable talk strategies in daily lessons.
- Assessments
- A copy of The Teacher Clarity Playbook for all teachers
- NVAC standards and unwrapping template
- Task Alignment Template

Challenges to Tackle:

- Student learning achievement gaps
- Teacher pedagogy
- Varied ability levels of staff
- Staff perceptions of high cognitive demand tasks and assessments connected to the standard
- Diverse levels of collaboration
- Incorrect use of instructional strategies
- Present growth mindset regarding self and students

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

English Learners: Provide differentiated PL for staff on how to effectively teach ELL students; monitoring increased academic engagement; discourse strategies.

AB 219 (e): Plans to provide professional development designed to address the needs of English learners:

- *Understanding Language Development (ULD) 4 sessions: Staff will engage in professional learning and complete, Understanding Language Development (ULD) 4 sessions provided by ELLD.*
- Administration will provide PL on the Teacher Clarity Playbook in order to develop teachers ability to create learning intentions and success criteria for organized effective instruction.

Foster/Homeless: Provide PL for staff on the Care Solace recommendations; Student Success Advocate and counselor support; providing wrap-around services



Free and Reduced Lunch: Inform staff of the School Bell process ; Care Solace recommendations; family community outreach liaison and counselor support; providing wrap-around services; 1:1 devices for all students; headphones

Migrant: N/A

Racial/Ethnic Minorities: Discourse and engagement strategies

Students with IEPs: Continue to have the school SEIF and SSD train staff on how to Implement accommodations as stated on IEPs; direct pull-out services; direct instruction on behavior modifications; inclusive practices in the general education setting

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: Survey data indicates that our students feel safe and cared for while at school.		
	Areas for Growth: Providing students with the tools and resources to combat feeling overwhelmed and anxious.		
Problem Statement	Students sometimes stay home because they feel overwhelmed and anxious.		
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: Decrease the percentage of students who sometimes stay home from school because they sometimes feel overwhelmed and	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships



anxious from 44% to 22% by 2023 as measured by the district-wide survey.	are valued and celebrated.
Improvement Strategy: Social Emotional Learning activities 9:00-9:10 revisited and consistently implemented in all classes K-5 as aligned to our master schedule Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony Level 4, Counselor - Level 2</i>	
Intended Outcomes: All students feel supported and persevere through challenges that cause stress and anxiety.	
Action Steps: ● <i>Deliver daily SEL lessons, provide feedback to students, hold classroom conversations/meetings on student well-being</i> ● <i>Provide specific tools and strategies for students to apply during challenging activities and situations</i> ● <i>Referrals for extra support (intense support) - Care Solace, Hazel Health</i>	
Resources Needed: ● Sanford Harmony ● Student goal setting ● Counselor, safe school professional, student success advocate ● IMPACT program ● Hazel Health/Care Solace	
Challenges to Tackle: ● Increased number of students in emotional crisis ● Housing and family struggles, homelessness ● Needing support with coping skills, stress reduction and self-awareness when dealing with childhood trauma	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
English Learners: Ensure all students know the process on how to communicate to their teacher or another adult regarding their well-being; discourse strategies Foster/Homeless: Inform students, through the counselor, that school staff is here to support them, family community outreach liaison and counselor support; providing wrap-around services	



Free and Reduced Lunch: School Bell; Care Solace recommendations; family community outreach liaison and counselor support; providing wrap-around services; 1:1 devices for all students; headphones

Migrant: N/A

Racial/Ethnic Minorities: Monthly heritage celebrations

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

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 reduce class sizes, and academic achievement	Goal 3
Title III Budget	3,762.00	EL tutoring to increase academic achievement among second language students	Goals 1, 2, and 3