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.

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

Our SPP was last updated on September 23, 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/quannah_mccall_elementary_school/2024/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
Amanda Lush	**Principal(s)**
Merrick Murray	**Assistant Principal**
Willie Emerson	**Student Success Coordinator**
Pamela Richardson	**Teacher**
Gianna Rodriguez	**School Counselor**
Christine Jackson	**Teacher**
Sarah Wright-Clancy	**Teacher**
Ana Garcia	**Paraprofessional**
TBD	**Parent**
TBD	**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	4/26/2024	● Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.
Leader In Me Parent MRA survey	4/26/2024	● 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	8/20/2024	● SOT members were updated on the current plan in relation to successes and growth areas.

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**

	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*
	Areas of Strength: Assessment results show that 63% of students showed growth in ELA, and 75% showed growth in Math on the 2023-2024 SBAC. According to 23-24 WIDA test results, 83% of students in grades 1-5 saw an increase in language proficiency, and 14% no longer qualify as English Language Learners. The Spring Panorama Spring survey results show that 89% of students feel supported through their relationships with friends, family, and adults at school.		
	Areas for Growth: ELA and Math Tier 1 instruction. Specifically incorporating Tier 1 instructional practices and identifying learning intentions and success criteria during instruction.		
Problem Statement	The new ELA curriculum materials provided proved to be a challenge for teachers to implement effectively.		
Critical Root Causes	Teachers need to provide consistent, differentiated instruction during Tier 1 to support all learners and bridge any gaps students may have. To meet the needs of diverse learners, improved consistency in the delivery of rigorous differentiated instruction in Tier 1 is needed. 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

Student Success	
School Goal: Increase the percentage of all students projected to be above the 41st percentile in mathematics from 42% (Spring 2024) to 60% by Spring 2025, as measured by MAP growth assessments. Increase the percent of all students projected to be above the 41st percentile in ELA from 32% (Spring 2024) to 60% by 2024 as measured by MAP Growth assessments. 60% of all students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2024-25 MAP Growth Assessment over the fall baseline. 80% of students (K-5) will meet/exceed growth projections in ELA and Math on the spring 2024-25 MAP Growth Assessment over the fall baseline.	**Aligned to Nevada's STIP Goal:** 2 and 3

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.
  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.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: HMH Into Reading (2); 95 Phonics Core Program (1); LETRS (Language Essentials for Teachers of Reading and Spelling) (3); enVision Mathematics Common Core 2020 (3); Professional Learning Communities (PLC) (2).*

 Accelerated Reader EBI 3, Fastbridge EBI 3, enVisionMathematics Common Core 2020 EBI 3, Leader In Me EBI 4, Exact Path EBI 3, HMH Into Reading EBI 1, 95 Phonics EBI 1, Lexia English EBI 1.

Intended Outcomes: By the end of the 2024-2025 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.

Action Steps:
- *Continued 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.*
- *Continued Professional Development in Tier I and Tier II Mathematics instruction.*
- *Weekly Planning with instructional leadership using PLC structure. Teachers will have 50 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 targeted after-school learning opportunities with tracked data monitoring.*
- *Add additional staff for small groups during Tier I Instruction, including four instructional assistants and two strategists, to ensure students are receiving grade-level instruction scaffolded to their needs.*

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 refining systems and structures for implementation of the provided 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.

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

English Learners: Data Reviewed: ELL ELA Proficiency: Data shows that 25 percent of English Learner students were proficient in ELA. In comparison, 27.4 percent of all students were proficient on the 2022-2023 SBAC ELA assessment. ELL Math Proficiency: Data shows that 25.6 percent of English Learner students were proficient in Math, while 26.5 percent of all students were proficient on the 2023-2024 SBAC Math

assessment. ELL WIDA Met AGP: 25 percent of ELL students made AGP in the 2023-2024 school year.

Small group differentiated instruction provided to close the achievement gap. Mountain Math will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to solve equations and word problems. TableTop Mini-lessons, built in ELL strategies from the teacher's guide, Into Reading, and Lexia English will be used to help English Language Learners increase comprehension, vocabulary, and text analysis and provided by Instructional Assistants. Students will be provided with structured foundational skills through the CORE 95 Phonics Kindergarten through third grade:

Foster/Homeless: Counselor support as needed to provide wrap around services as needed.

Free and Reduced Lunch: Small group differentiated instruction is provided as needed to close the achievement gap.

Migrant: Utilize the Language Supports manual in the enVisions curriculum,   Additional math manipulatives, flash cards provided as needed. Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close achieve gap

Racial/Ethnic Minorities: FACES family resources - Assistant Principal

Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in reading and work collaboratively together. Additional curriculum resources were purchased to ensure all staff had access to the same curriculum.

Inquiry Area 2 - Adult Learning Culture
Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*Purposeful planning as observed during weekly grade level PLCs* *LIM MRA Staff Survey Results*	*Administration will provide professional development at regular intervals*	*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.*

	Areas of Strength: Weekly PLC meetings occur regularly. Parent involvement through volunteering and School Organizational Team meetings has increased significantly.
	Areas for Growth: Provide additional professional development regarding the alignment of the Standards and daily Tier 1 instruction to improve lesson planning and delivery.
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	
School Goal: By the end of the 2024-2025 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.	**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 based on observation and feedback.
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 will be revised to provide 50 minutes per week for each classroom teacher to collaborate with grade-level partners and administration. ● PLCs will include formatted agendas and meeting notes posted weekly in a common drive. ● Administration will provide additional PD for the HMH ELA curriculum and additional PD to differentiate for small groups during Tier 1 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 professional development with staff

Potential Solutions for the identified challenges:

Staff Buy-In: Involve staff in the process of creating systems and structures to improve the delivery of Tier 1 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.

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

English Learners: Data Reviewed: Classroom Observations and Walkthroughs conducted throughout the year, Quality Teaching of English Learners Professional Learning Participation, Understanding Language Development Professional Learning Participation.

Teachers will continue to meet with their PLC teams and administrators to analyze data using the PLC Plus model and discuss discourse strategies for ELLs. Teachers and Administrators will implement QTEL and ULD strategies with fidelity across all content areas. Teachers will analyze WIDA data and implement best practices for ELL students looking at the different language domains. Tier I ELA instruction will be planned with appropriate scaffolds for EL identified student groups (Newcomers, Long-term English Learners [LTELs]) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning. All teachers will complete the ULD professional development sessions and QTEL training to build capacity within the building and share effective ELL strategies with teachers in order to increase language and content knowledge.

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	*2024 Fall Panorama Survey*	*Leader In Me MRA Fall 2025 Survey*	*Leader In Me MRA Fall 2025 Survey*
	Areas of Strength: Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.		
	Areas for Growth: Students build positive relationships through understanding, communicating, and valuing the differences they see in others.		
Problem Statement	*According to the Fall Panorama survey, only 84% 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.*		
Critical Root Causes	*Students have had difficulty interacting with same-age peers outside of their own families, which has resulted in difficulties maintaining positive relationships with peers. As a result, students have a lower sense of confidence in their ability to achieve.*		

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 84% 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 Team structure will be revised to 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 100% 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:
Data Reviewed: Chronic Absenteeism: 30% from 20232-2024, Family Engagement: In the Family Engagement Survey 59 percent of families stated that parents know what goes on inside at the school.
Daily parents links are sent to families of students who were absent with an online link for families to complete in order to have absences excused with a brief description of why the student was absent and a tool to directly upload physicians notes. Opportunities for students to participate in enrichment activities that require students to have positive attendance for participation eligibility. Small group differentiated instruction provided as needed to close the achievement gap for ELL students. Class Dojo, Parent Link, physical notes, and the school marque are used to inform families of school events.

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	$4,296,477.63	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	$137,370.00	Staff Salaries Instructional Supplies Parent Involvement Supports	Student Success Adult Learning Culture Connectedness
At-Risk	$151,813.08	Staff Salaries Recruitment and Retention Incentive Instructional Supplies Student Tutoring/Enrichment Activities Instructional PLC Technology	Student Success Adult Learning Culture Connectedness
English Learners	$571,793.79	Staff Salaries Recruitment and Retention Incentive Instructional Supplies	Student Success Connectedness

		Student Tutoring/Enrichment Activities	
Read By Grade 3	$120,813.69	Read By Grade 3 Strategist Salary	Student Success Adult Learning Culture
PACT	$15,000.00	Leader In Me	Connectedness