



Clark County School District
Lummis Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Lummis Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michelle Malone for more information.

Principal: Michelle Malone
School Website: <http://lummiselementary.weebly.com/>
Email: malonmm@nv.ccsd.net
Phone: 702-799-4380

School Designations: Title I CSI TSI TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	474	.6%	6.0%	26.2%	6.8%	46.4%	1.5%	12.6%	12.77%	7.23%	100%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	59.4	53.0	48.9	70.8	66.0	68.7	35.8	30.4	94.4
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	61.4	58	60.8	66.1	48.5	62.8	45.9	6.7	42.8
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	28	28.0
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	418	407	411
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

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
Michelle Malone	Principal(s) (required)
Gina Campbell	Other School Leader(s)/Administrator(s) (required)
Jodi Bolinger Karen Leavens Joey Gahr Jamie Soukup Kori Erskine Nancy Crosby Jill Delaney April Brown Scott Fieux Brianna Carey	Teacher(s) (required)
Angela White	Paraprofessional(s) (required)
Brett Sansevero	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)



	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Community Input	9/10/2021	35	Shared school wide data



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	SBAC data, MAP data	Panorama Survey Results, District Survey Results	Teacher Observations, Admin Observations, Instructional Rounds
Problem Statement	Male students are performing 14% higher in math on the SBAC than female students.		
Critical Root Causes	Lack of a consistent school wide math program. Limited coping strategies when students encounter difficult problems. Lack of test taking skills.		

Part B

Student Success	
School Goal: Increase the percent of 3rd-5th grade students proficient in mathematics from 43% to 53% by the end of the 2022 school year as measured on the CRT.	Aligned to Nevada's STIP Goal: Goal 3
Improvement Strategy: We have hired a math strategist to assist our teachers with the new math curriculum that we will be using school-wide, provided by CCSD (enVisionMathematics). The math strategist will attend PLCs to assist teachers with planning for their small groups, and will also provide direct support to students in small groups. CTTs will support small group instruction as well. Additionally, we	



have brought in RPDP to model and conduct Number Talks with teachers.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): **3 - District Wide adopted curriculum enVisionMathematics**

Intended Outcomes: *The students will receive vertically-aligned, standards-based Tier 1 instruction and will also receive support at their instructional level in targeted data-informed small groups. Additionally, students will increase their math proficiency by 10% as shown on the CRT.*

Action Steps: *Insert during Event 5*

- *Math strategist meets with grade level during PLC bi-weekly to discuss mathematical data, instruction, and interventions*
- *Math strategist to pull groups*
- *CTTs to pull groups*
- *RPDP number talk, walk-through, modeled lessons*

Resources Needed: *Insert during Event 5*

- *PLC agendas*
- *Strategist to assist with math intervention programs*
- *CTTs to assist with math intervention programs*
- *RPDP modeling lessons*

Challenges to Tackle: *Insert during Event 5*

- *Identifying students that are at-risk based on data from SBAC*
- *Time for math intervention block*
- *Targeting specific needs of individual learners*
- *No parent volunteers to pull groups*

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

English Learners: Students will be provided with high-quality and ongoing support to increase mathematical understanding in Tier 1 instruction as well as in small groups.

Foster/Homeless: Students will be provided additional support from the counselor.

Free and Reduced Lunch: Students will be provided additional support from the counselor.

Migrant: We will ensure that these students are represented in our small groups.



Racial/Ethnic Minorities: We will ensure that these students are represented in our small groups.

Students with IEPs: We will ensure that these students are represented in our small groups.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC, MAP	PD logs, ELMS, Agendas, PLC data	Professional Development Opportunities with RPDP
Problem Statement	Staff has not engaged in Professional Learning related to math.		
Critical Root Causes	<i>There has been a lack of a consistent math program and a lack of professional development in math.</i>		

Part B

Adult Learning Culture	
<p>School Goal: <i>During Tier 1 instruction during the 21-22 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies which will be measured using observational data and PD agenda sign ins.</i></p>	<p>STIP Connection: Goal 3 and Goal 2</p>
<p>Improvement Strategy: Professional Development utilizing a math strategist, RPDP, and book studies. Incorporate the use of a school wide curriculum (Envisions) based on staff needs, PLCs.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 - District Wide curriculum (Envisions), 2 - PLCs, 2 - Coach</p>	



Intended Outcomes: <i>Consistent practices will result in increased student proficiency as measured on the CRT.</i>
Action Steps: <ul style="list-style-type: none">• <i>Teachers will develop common formative and summative assessments during their PLCs with math strategist.</i>• <i>Teachers and students will utilize enVisions during Tier 1 instruction</i>
Resources Needed: <ul style="list-style-type: none">• <i>enVisions</i>• <i>Math strategist</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Ensuring all teachers are using enVisions mathematics</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Students will be provided with high-quality and ongoing support to increase mathematical understanding in Tier 1 instruction as well as in small groups. Foster/Homeless: Students will be provided additional support from the counselor. Free and Reduced Lunch: Students will be provided additional support from the counselor. Migrant: We will ensure that these students are represented in our small groups Racial/Ethnic Minorities: We will ensure that these students are represented in our small groups Students with IEPs: We will ensure that these students are represented in our small groups



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama, District Survey Results, State survey results</i>	<i>District Survey Results</i>	<i>District Survey Results</i>
Problem Statement	<i>Students are having a difficult time in regulating their emotions.</i>		
Critical Root Causes	<i>Lack of social interactions with peers. No school counselor.</i>		

Part B

Connectedness	
School Goal: <i>Increase the percentage of students who are able to regulate their emotions from 48% to 55% from the fall to winter Panorama survey and from 55% to 60% from the winter to spring Panorama survey.</i>	STIP Connection: <i>Goal 6</i>
Improvement Strategy: <i>Full time counselor on staff to provide regular lessons and the use of school wide character traits.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1 - Counselor</i>	
Intended Outcomes: <i>The counselor will assist students in emotional regulation strategies by implementing classroom lessons.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Within Panorama, identify the students in need</i> ● <i>Notify MLT of students in need</i> ● <i>Train MLT on guiding discussions with students in need</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Data from Panorama</i> 	



- *Counselor*
- *Zones of Regulation/Kelso's Choices*
- *Guiding Questions*

Challenges to Tackle:

- *Time*
- *Accuracy of data*

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

English Learners: All students will receive these supports.

Foster/Homeless: All students will receive these supports.

Free and Reduced Lunch: All students will receive these supports.

Migrant: All students will receive these supports.

Racial/Ethnic Minorities: All students will receive these supports.

Students with IEPs: All students will receive these supports.



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)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
Strategic Budget	\$45,633	Math strategist	2
Strategic Budget	\$91,266	Counselor	1