Clark County School District

Lummis Elementary

School Performance Plan: A Roadmap to Success

Lummis ES 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: Gina Campbell
School Website: http://lummiselementary.weebly.com/
Email: martigl@nv.ccsd.net
Phone: 702-799-4380
School Designations: **Title I**   **MRI**   **CSI**   **TSI**   **ATSI**

Our SPP was last updated on 7/7/23

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/william_r._lummis_elementary_school/2023/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
Gina Campbell	**Principal(s)** *(required)*
Sara Young	**Other School Leader(s)/Administrator(s)** *(required)*
Julie Cohen Debbie Dwyer Christina Moore Monica Kolar Jamie Soukup Nancy Crosby April Brown	**Teacher(s)** *(required)*
Angela White	**Paraprofessional(s)** *(required)*
Megan Krier	**Parent(s)** *(required)*

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
Community Input	9/15/22	● Identify needs of writing across all curricular areas and focus on math ● Identify need to provide staff training on writing across curricular areas
Community Input	10/31/22	● Reviewed plan and asked for feedback - verified school needs ● Validated need to continue current plan with some adjustments as outlined in plan
Community Input	1/30/23	● Reviewed mid year data and goals ● Plan to continue current plan with a focus on tier 1 instruction
Community Input	5/15/23	● Reviewed end of year data and goals ● Plan to correct goals with a bigger focus on less action steps
Community Input	1/29/24	● Reviewing winter data ● Plan to correct goals with a more targeted focus

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, WIDA data*	*Panorama Survey Results, District Survey results*	*Teacher Observations, Admin Observations, Instructional Rounds*
	Areas of Strength: Female students increased proficiency in math from 35.5% to 45.5% based on the 2022 SBAC reducing the gap to 7% as compared to male students		
	Areas for Growth: 40% of students were not proficient on Claim 1 - Concepts and Procedures (ability to explain and apply mathematical concepts)		
Problem Statement	*Overall math proficiency is low. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding. The following are the percent of students at Lummis ES above the 60th percentile on the Spring 2023 MAP assessment: K - 64%, 1 - 43%, 2 - 28%, 3 - 57%, 4 - 33%, and 5 - 42%*		
Critical Root Causes	Limited coping strategies when students encounter difficult problems. Lack of test taking skills. Lack of ability to construct viable arguments both orally and in writing.		

Part B

Student Success	
School Goal: *Increase the percent of proficient students in math from 44% (2023) to 55% on the 2023-2024 Math CRT as measured by the state summative assessments.* AND *Increase the percent of students scoring about the*	**Aligned to Nevada's STIP Goal:** *Goal 3*

40th percentile in math from 66% Fall 2023 to 72% Winter 2023 to 75% Spring 2024 as measured by the MAP Growth Assessment.	

Improvement Strategy: Using the District's adopted instructional materials, provide strong Tier I instruction and share learning intentions and success criteria with students.

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

Intended Outcomes: *All teachers will effectively deliver meaningful and rigorous tier 1 instructional strategies and curriculum based on classroom observations, benchmark assessments, quick checks, teacher and student self-reflections, and formative and summative data review.*

Action Steps:
- *Teachers will purposefully create lesson plans in alignment with the District's pacing guides that include task-standard alignment, identify Tier I instructional materials and manipulatives to be used, identify the Learning Intention and Success Criteria, and a daily check for understanding aligned to the summative assessment.*
- *Teachers will deliver lessons/instruction such that students interact with the Learning Intention and Success Criteria, students interact with manipulatives as appropriate, and instruction includes scaffolds and differentiation strategies to meet student needs.*
- *Teachers will provide small group Tier I instruction in math, monitoring formative assessment data to make adjustments to student groupings and the instructional strategies being used.*

Resources Needed:
- *PLC agendas and unwrapped documents which include Learning Intentions and Success Criteria*
- *Tier 1 instructional materials*
- *Pacing Guides*

Challenges to Tackle:
- *Student Absenteeism; School-wide attendance program will be implemented which includes regular check-ins with students and families and an attendance incentive.*
- *Staff buy-in of differentiation/small group support during Tier I math block; training will be provided for teachers to support all learners through differentiation and scaffolding during the Tier 1 instructional block*

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. Teachers will create individual action steps focusing on student strengths and needs to identify ways in which scaffolds and additional supports will be used.

Foster/Homeless: We will ensure that these students are represented in our small groups and provided appropriate differentiation and scaffolding as needed.

Free and Reduced Lunch: We will ensure that these students are represented in our small groups and provided appropriate differentiation and scaffolding as needed.

Migrant: We will ensure that these students are represented in our small groups and provided appropriate differentiation and scaffolding as needed.

Racial/Ethnic Minorities: We will ensure that these students are represented in our small groups and provided appropriate differentiation and scaffolding as needed.

Students with IEPs: We will ensure that these students are represented in our small groups and provided appropriate differentiation and scaffolding as needed.

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, WIDA*	*PD Logs, ELMS, Agendas, PLC data*	*Professional Development, Walk throughs, administrative observations, PLCs*
	Areas of Strength: There was a 13% increase of students above grade level on claims 2 and 4 on the Math SBAC assessment from 18.7% to 31.5%.		
	Areas for Growth: 40% of students were not proficient on Claim 1 - Concepts and Procedures (ability to explain and apply mathematical concepts)		

Problem Statement	Staff has had limited professional learning in Professional Learning Communities (PLCs) and Tier I expectations.
Critical Root Causes	*There has been a lack of a consistent structure in Professional Learning Communities resulting in inconsistent delivery of Tier I instruction and expectations.*

Part B

Adult Learning Culture	
School Goal: 100% of the teaching 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 in 2023-2024 as measured by completion of the PLC plan document, PLC meeting observations.	**STIP Connection: Goal 3 and Goal 2**

Improvement Strategy: Provide targeted and specific professional learning opportunities for teachers based on staffing needs and monitor PLC meetings to ensure the Teaching and Learning Cycle is implemented across all grade levels.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Build a committed staff and provide professional development (1); Analyze data in PLCs (3); MAP Growth Assessments (2);Progress Monitoring (2); 3 - District Wide curriculum (Envisions), 2 - PLCs, 2 - Coach*

Intended Outcomes: *Consistent practices will result in increased student proficiency as measured on the CRT.*

Action Steps:.
- *During PLC, teachers will complete the school Plan document to unwrap standards, align the task to the standard, identify Tier I instructional materials and manipulatives to be used, identify the Learning Intention and success Criteria, and ensure the assessment is aligned to the standard.*
- *During PLC teachers will identify scaffolds and differentiation to be used during Tier I instruction to ensure students receive support in mastering standards.*
- *During PLC and other professional learning sessions, teachers will analyze MAP Assessment data, summative assessment data, and common formative assessments to identify students needing scaffolds and differentiation and monitor students' progress as well as Tier I small group instruction*
- Administration will utilize the PLC Observation Tool to provide PLC observational data to teachers to determine strengths and areas of growth in Tier I Instruction that will be supported through follow-up professional learning sessions.

Resources Needed:
- *Tier 1 Materials*
- *PL support in Tier I instruction, including Learning Intentions and Success Criteria*
- *PLC template*

Challenges to Tackle:
- *Staff buy-in - staff will be involved during PLCs in developing student learning intentions and success criteria*

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

English Learners: Title III funding will be used to support students through after school tutoring. After school tutoring will include the use of learning intentions and success criteria to remain consistent with classroom practices that support student achievement.

Foster/Homeless: The counselor will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Free and Reduced Lunch: At Risk funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered intervention and acceleration.

Migrant: At Risk funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered intervention and acceleration.

Racial/Ethnic Minorities: At Risk funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered intervention and acceleration.

Students with IEPs: Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with appropriate accommodations and modifications.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	*Panorama, District Survey Results*	*District Survey Results*	*District Survey Results*
	Areas of Strength: Students have increased their sense of belonging 6% from the Spring 22 (64%) to the Fall 22-23 (70%) school year based on the Panorama survey		
	Areas for Growth: 44% of students continue to struggle to regulate their emotions according to the fall 22 Panorama Survey (a decrease of 4% from the beginning of the 21-22 school year)		
Problem Statement	*Students are having a difficult time in regulating their emotions.*		
Critical Root Causes	*Lack of social interactions with peers.* *Lack of professional learning for teachers to implement lessons related to SEL*		

Part B

Connectedness	
School Goal: *Increase the percentage of students who are able to regulate their emotions from 44% to 43% from the fall to winter Panorama survey and from 43% to 49% from the winter to spring Panorama survey.*	**STIP Connection:** *Goal 6*
Improvement Strategy: Employ a full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL for all licensed teachers so that licensed teachers are implementing classroom lessons that incorporate social-emotional learning.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1 - Counselor*	

Intended Outcomes: *Students will improve upon their ability to regulate their emotions through the use of strategies learned in their classrooms.*

Action Steps:
- *Within Panorama, identify the students in need; the counselor is responsible for providing and analyzing the data identifying students and monitoring interventions provided to students.*
- *Notify MLT of students in need in order to offer additional support as needed; implement a plan to monitor and track the resources provided to students and families.*
- *Teachers will create and implement weekly classroom lessons which incorporate strategies to support students in improving emotional regulation.*

Resources Needed:
- *Data from Panorama*
- *Counselor*
- *Zones of Regulation/Kelso's Choices*
- *Guiding Questions*
- *Restorative Practices and SEL Training*

Challenges to Tackle:
- *Lack of time - staff will receive professional learning related to the use of SEL strategies and how to incorporate them into their daily practices across all curricular areas*

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

English Learners: Title III funds will provide after school tutoring for English Learners. During these after school sessions, students will engage in activities that allow for a high level of student discourse.

Foster/Homeless: The MLT will review data from the Panorama survey in order to identify students that may need individualized support. The counselor, or assigned members of the team will conduct monthly check-ins with students as needed.

Free and Reduced Lunch: The MLT will review data from the Panorama survey in order to identify students that may need individualized support. The counselor, or assigned members of the team will conduct monthly check-ins with students as needed.

Migrant: The MLT will review data from the Panorama survey in order to identify students that may need individualized support. The counselor, or assigned members of the team will conduct monthly check-ins with students as needed.

Racial/Ethnic Minorities: The MLT team will review data from the Panorama survey in order to identify students that may need individualized support. The counselor, or assigned members of the team will conduct monthly check-ins with students as needed.

Students with IEPs: The MLT will review data from the Panorama survey in order to identify students that may need individualized support. The counselor, or assigned members of the team will conduct monthly check-ins with students as needed.

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	$91,266	Counselor	3
Title 3	$2,178	After school tutoring for ELL students	1
ESSR Funds	$74643.80	Class size reduction teacher	1
At Risk/ELL Funds	$74643.80	Class size reduction teacher	1
At Risk	$13,305.50	CTTs	1