



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: 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

Our SPP was last updated on 11/28/2022



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/william_r_lummis_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
Michelle Malone	Principal(s) (required)
Gina Campbell	Other School Leader(s)/Administrator(s) (required)
Julie Cohen Debbie Dwyer Christina Moore Monica Kolar Joey Gahr Jamie Soukup Nancy Crosby Jill Delaney April Brown	Teacher(s) (required)
Angela White	Paraprofessional(s) (required)
Megan Krier	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)



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

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Reviewed plan and asked for feedback - verified school needs Validated need to continue current plan with some adjustments as outlined in plan



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	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. Lack of ability to construct viable arguments both orally and in writing.		

Part B

Student Success	
School Goal: Increase the percent of k-5th grade students above the 60th percentile in mathematics from 46% to 56% by the end of the 2023 school year as measured on the MAPs Assessment.	Aligned to Nevada's STIP Goal: Goal 3



<p>Improvement Strategy: We are continuing to implement a new math curriculum school-wide, provided by CCSD (enVisionMathematics). In addition, teachers are unwrapping standards and reviewing tier 1 instruction to ensure that the rigor of the standard is being met. CTTs will support small group instruction as well. Additionally, we have brought in RPDP to model and conduct Number Talks with teachers.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3 - District Wide adopted curriculum enVisionMathematics</p>	
<p>Intended Outcomes: <i>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 MAP math assessment.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● CTTs to pull groups● Objectives posted daily and shared with students● Set MAP growth goals for 1st - 5th grade students● 3rd-5th grade will regularly utilize MAP accelerator● Implement a common writing structure across the school to be utilized in all content areas● RPDP number talks, walk-throughs, and modeled lessons● Teachers will create action steps for LEP students specific to their areas of strengths and needs	
<p>Resources Needed:</p> <ul style="list-style-type: none">● PLC agendas and unwrapped documents● CTTs to assist with math intervention programs● RPDP modeling lessons● Pacing Guides● PL on writing	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● 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	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Students will be provided with high-quality and ongoing support to increase mathematical understanding in Tier 1 instruction</p>	



as well as in small groups. Teachers will create individual action steps focusing on student strengths and needs.

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, WIDA	PD Logs, ELMS, Agendas, PLC data, Writing samples	Professional Development, Walk throughs, administrative observations, Opportunities with RPDP
	<p><i>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%.</i></p> <p><i>Areas for Growth: 40% of students were not proficient on Claim 1 - Concepts and Procedures (ability to explain and apply mathematical concepts)</i></p>		
Problem Statement	Staff has had limited engagement in Professional Learning related to math and there has been no consistent school wide writing structure.		
Critical Root Causes	There has been a lack of a consistent math program and a lack of professional development in math.		



Part B

Adult Learning Culture	
<p>School Goal: During Tier 1 instruction during the 22-23 school year, 100% of staff will utilize enVisions as the base of their instruction and receive professional development in math strategies and consistent writing structures which will be measured using observational data and PD agenda sign ins.</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>	
<p>Intended Outcomes: Consistent practices will result in increased student proficiency as measured on the CRT.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers and students will utilize enVisions during Tier 1 instruction ● Grade levels will meet during PLCs to discuss mathematical data, instruction, the unwrapping of standards, and interventions ● Grade levels will align regular common summative assessments in order to measure student growth and progress ● Creating LEP action plans in weekly lesson plans ● Participate in professional development from RPDP and related to schoolwide writing structures ● Analyze and utilize MAP data to target student needs ● Review MAP growth goals regularly ● Follow consistent pacing guide aligned to Envisions 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● enVisions ● PL support 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Ensuring all teachers are using enVisions mathematics 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>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. In addition, teachers will create LEP action plans related to individual students strengths and areas of</p>	



need.

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 and provided support based on the their IEPs and individual needs.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorma, 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 54% from the fall to winter Panorama survey and from 54% to 60% from the winter to spring Panorama survey.	STIP Connection: Goal 6
Improvement Strategy: Full time counselor on staff to provide regular lessons, the use of school wide character traits, and professional learning related to SEL.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 - Counselor	
Intended Outcomes: The counselor will assist students in emotional regulation strategies by implementing classroom lessons and meeting with individual students as needed. Professional development will be provided to staff on the use of SEL in their classrooms.	



<p>Action Steps:</p> <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>● <i>Provide professional learning on strategies for SEL for all staff</i>● <i>Complete Restorative Practices training with school team and share resources with staff including the use of regular class meetings</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Data from Panorama</i>● <i>Counselor</i>● <i>Zones of Regulation/Kelso's Choices</i>● <i>Guiding Questions</i>● <i>Restorative Practices Training</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Time</i>● <i>Accuracy of data</i>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: All students will receive these supports.</p> <p>Foster/Homeless: All students will receive these supports.</p> <p>Free and Reduced Lunch: All students will receive these supports.</p> <p>Migrant: All students will receive these supports.</p> <p>Racial/Ethnic Minorities: All students will receive these supports.</p> <p>Students with IEPs: All students will receive these supports.</p>



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	\$91,266	Counselor	1 and 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