



Clark County School District

Quannah McCall Elementary

2021-2022 School Performance Plan: A Roadmap to Success

Quannah McCall 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 Amanda Lush for more information.

Principal: Amanda Lush
School Website: quannahmccallelementary.com
Email: lushak@nv.ccsd.net
Phone: (702) 799-7149

School Designations: Title I ESI 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	260	<.01%	<.01%	73.46%	14.61%	5.38%	0%	5.76%	19%	42%	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	19.3%	33	14.68%	20.47%	44	26.61%	7.3%	5.0%	36.96%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	13.8%	40	15%	14.9%	38	23.1%	7.2%	8.6%	35.7%
	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	17.5%	37.1%
	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	390	392	391
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
Amanda Lush	Principal(s) <i>(required)</i>
Katie Rankin	Other School Leader(s)/Administrator(s) <i>(required)</i>
Rose Baeza	Teacher(s) <i>(required)</i>
Willie Emerson	Teacher(s) <i>(required)</i>
Elvia Morales	Teacher(s) <i>(required)</i>
Gianna Rodriguez	Teacher(s) <i>(required)</i>
Christine Jackson	Teacher(s) <i>(required)</i>
Sarah Wright-Clancy	Teacher(s) <i>(required)</i>
Ana Garcia	Paraprofessional(s) <i>(required)</i>
Stacy Hardeman	Parent(s) <i>(required)</i>
	Tribes/Tribal Orgs <i>(if present in community)</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
Virtual Parent meeting	10/6/2021 9:00am and 4:00pm	25 total	Families are concerned that students are falling behind because of the pandemic. Families are concerned about overall health and wellness at school.
Leader In ME Fall 2021 MRA Survey	10/11-10/22	29 parent participants	Families are appreciative of the positive climate and culture.
Leader In ME Fall 2021 MRA Survey	10/11-10/22	103 Student Participants	62% of students in grade 3-5 did not report a positive self image
Leader In ME Fall 2021 MRA Survey	10/11-10/22	46 Staff Participants	Staff reported an overall positive climate



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	MAP Growth Assessment SBAC Assessment WIDA Assessment	Panorama Survey CCSD Survey Leader In Me MRA (Measurable Results Assessment).	Instructional Rounds Administrative Observations
Problem Statement	Historically, not all students had access to effective educators resulting in students not making adequate growth in ELA and Math		
Critical Root Causes	Prior administrators relied heavily on the use of long-term substitute teachers to fill vacancy positions for a high-needs school community resulting in a lack of effective tier 1 instruction.		

Part B

Student Success	
<p>School Goal: By the end of the 2021-2022 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 observations and MAP Growth Assessment benchmarks.</p>	<p>Aligned to Nevada's STIP Goal: 2 and 3</p>
<p>Improvement Strategy: Provide professional learning opportunities in purposeful planning within the NVACS. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Accelerated Reader EBI 3, easy CBM EBI 3,</i></p>	



enVisionMathematics Common Core 2020 EBI 3, Freckle EBI 3, Leader In Me EBI 4, MAP Accelerator EBI 3, myON EBI 3, Reach for Reading EBI 1,

Intended Outcomes: 50% of students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2021-22 MAP Growth Assessment over fall baseline. 75% of students (K-5) will meet/exceed growth projections in ELA and Math on the winter 2021-22 MAP Growth Assessment over fall baseline.

Action Steps:

- *Professional Development*
- *Weekly Planning with instructional leadership*
- *Weekly Prep Buy-Out for additional planning*
- *Instructional walk through data*

Resources Needed:

- CCEA PLC Waiver
- Staff
- Defined outcomes and action steps

Challenges to Tackle:

- Staff Attendance
- Staff Buy-In
- Staff Accountability

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

English Learners: Analyze WIDA Data and implement best practices

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 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.
Problem Statement	Grade level and department meetings have not followed set structures focused on academic instruction to positively impact academic outcomes.		
Critical Root Causes	Effective data-driven instructional planning has not always been a consistent focus of grade level and department PLC meetings.		

Part B

Adult Learning Culture	
School Goal: By the end of the 2021-2022 school year 100% of all grade level and department PLC meetings will focus on planning effective data-driven instruction to meet the needs of all learners.	STIP Connection: Goal 2 and 6
Improvement Strategy: Develop common practices to improve planning for instruction within PLC structures.	
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 (January) 50% of grade levels/departments will have common structures in place for effective planning. By end of year (may) all grade levels/departments will have common structures in place for effective planning.	
Action Steps:	
<ul style="list-style-type: none"> PLC Meeting Schedules 	



- Formatted agendas
- Meeting notes posted weekly in a common drive
- Weekly data shared in a common drive

Resources Needed:

- CCEA PLC Waiver
- Staff attendance
- Staff Buy-In
- Common PPreparation Periods

Challenges to Tackle:

- Staff Attendance
- Staff Buy-In
- Staff Accountability

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

English Learners: Analyze WIDA Data and implement best practices

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	<i>Leader In Me MRA Fall 2021 Survey</i>	<i>Leader In Me MRA Fall 2021 Survey</i>	<i>Leader In Me MRA Fall 2021 Survey</i>
Problem Statement	<i>According to the Fall 2021 Leader In Me Fall Measurable Results Assessment only 62% of surveyed students in grades 3-5 reported a positive self image when questioned about their interpersonal relationships.</i>		
Critical Root Causes	<i>Students have had limited opportunities to interact with same age peers outside of their own families due to the COVID-19 pandemic resulting in difficulties interacting with and maintaining positive relationships with peers.</i>		

Part B

Connectedness	
School Goal: <i>85% of students in grades 3-5 will report a positive self image when questioned about interpersonal relationships as reported by the Leader In Me MRA Spring Survey</i>	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: 85% 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:	
<ul style="list-style-type: none"> ● Create Lighthouse Team 	



- Create Classroom Leadership Opportunities for students
- Create school community leadership opportunities for students
- Create Jr. Lighthouse team

Resources Needed:

- Staff
- Students
- Planning Opportunities for Students

Challenges to Tackle:

- Staff Attendance
- Staff Buy-in
- Student Attendance
- Student buy-in
- Community acceptance

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

English Learners: Analyze WIDA Data and implement best practices

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	\$3,752,637	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	\$496,120	Staff Salaries Instructional Supplies. Parent Involvement Supports	Student Success Adult Learning Culture Connectedness
At-Risk	\$486,548	Staff Salaries Recruitment and Retention Incentive Instructional Supplies Student Tutoring/Enrichment Activities Instructional PLC Technology	Student Success Adult Learning Culture Connectedness
Title IV	\$66,825	School Social Worker	Student Success Connectedness
PACT	\$15,000	Leader In Me	Connectedness