



## Clark County School District

# Ulis Newton ES

### School Performance Plan: A Roadmap to Success

*Ulis Newton 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:** Meaghan McGowan

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**Phone:** 702-799-0500

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

*Our SPP was last updated on 7/25/24*



## 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/ulis\\_newton\\_elementary\\_school/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/ulis_newton_elementary_school/2023/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
Meaghan McGowan	<b>Principal(s)</b> <i>(required)</i>
Shawna Yelton	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Nichole Heller; Tia Martin; Tammy Scow; Samantha Olson; Ashley Johnson; Stefani Glines	<b>Teacher(s)</b> <i>(required)</i>
Diana McCoy;	<b>Paraprofessional(s)</b> <i>(required)</i>
Kasey O’Horo; Karissa Zell ; Janelle Willis; Christen Campbell; Shannon Johanneck; Robin Anderson	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<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
<a href="#">SOT Meetings</a>		
SOT meeting with CIP members	May 15, 2024	<ul style="list-style-type: none"><li>• Reviewed our goals and progress</li><li>• Agreed to continue on our path with new interventions and focus</li></ul>



# 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
<b>Data Reviewed</b>	MAP (Projected CRT Proficiency), SBAC, Grades	Panorama Survey	HMH Into Reading, Write From the Beginning, Envision Math, Amplify Science, Look Fors, Pacing Guides, Teacher Clarity Guides
	<i>Areas of Strength: We have shown progress academically and we are maintaining growth similar to student growth prior to the pandemic.</i>		
	<i>Areas for Growth: Our ELA and Mathematics proficiency for the 61st percentile is at 65% .</i>		
<b>Problem Statement</b>	<i>52% of our students are on track to be proficient in both ELA and Math.</i>		
<b>Critical Root Causes</b>	<i>Lack of consistency in regards to alignment to standards and rigor of tasks during Tier 1 instruction and lack of specific intervention during Tier 2 instruction. Also, using supplemental materials that are below grade level when students are struggling. Additionally, failing to motivate students who require more rigor and challenge for enrichment.</i>		

### Part B

Student Success	
<b>School Goal:</b> Based on MAP data from spring 2024, we seek to increase the percent of students meeting/exceeding growth projections in Math and Reading from 52% (spring 2024) to 55% (Winter 2024) to 65% (Spring	<b>Aligned to Nevada’s STIP Goal:</b> Goal 3: All students experience continued academic growth.



2025) as measured by MAP Growth Assessments.

**Improvement Strategy:** Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning including Lexia, Star tests, Exact Path ELA/Math, Xtramath, and EnVision.

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**Intended Outcomes:** Teachers will utilize quality materials for Tier 1 instruction and supplement with interventions that specifically impact student learning.

**Action Steps:**

- Professional Learning on Standards of Mathematical Practice
- High quality Tier 1 instruction aligned to standards
- Supportive RTI for Tier 2 groups
- Data review based on student work and used to take action
- Long range plans and pacing guides
- Shared lesson plans
- Professional learning on the new eNvisions math curriculum
- CTT/Read by grade 3 strategist support grade levels and small groups.
- LETRS Training
- Look For Tools
- Clarity Guides
- Pacing Guides
- Curriculum Hub

**Resources Needed:**

- Common preps within schedule
- Book about Math Engagement
- Data trackers and resources
- Look For Tools
- Clarity Guides
- Pacing Guides
- Curriculum Hub



**Challenges to Tackle:**

- *Current level of trust among grade levels. Potential solution is the building of team trust and collective efficacy*
- *Limited time on staff development days. Potential solution is using mornings and PLC time.*
- *Overcoming gaps from pandemic and distance education. Potential solution is walking to learn leveled groups and CTTs.*
- *Teacher & student morale. Potential solutions are the climate meetings and student celebrations.*

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

*English Learners: We have teachers review ELL students and Imagine Learning progress.*

*Foster/Homeless: Teachers discuss students that need additional supports in PLCs*

*Free and Reduced Lunch: Teachers work to give resources for any students in need and we provide supper and other materials.*

*Migrant: N/A*

*Racial/Ethnic Minorities: We discuss equity and inclusiveness in our PLC materials review.*

*Students with IEPs: Case manager and SEIF sit in on PLCs to support students with IEPs and 504s.*



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	<i>Instructional Practice</i>	<i>Instructional Leadership</i>	<i>Systems and Structures that Support Continuous Improvement</i>
<b>Data Reviewed</b>	Survey from staff; Conversations; SBAC, MAP;	Leadership & Staff Meeting discussions	We need PD on Math instruction and more systems for intervention.
	<i>Areas of Strength: We have grown in our PLC work and teachers are clear on what Tier 1 instruction should look like.</i>		
	<i>Areas for Growth: Teachers want to supplement and sometimes lower the standards if a student is behind grade level for Math.</i>		
<b>Problem Statement</b>	<i>Teachers need to align materials to NVACs and provide all students with quality Tier 1 instruction.</i>		
<b>Critical Root Causes</b>	<i>Failure to trust the system for Envisions.</i>		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> Based on an administrator survey that only 20% of our PLC meetings are data focused, our goal is that by the end of the 24-25 school year that 80% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by PLC observations and peer assessments. Based on an administrator survey that only 20% of our PLC meetings are data focused, our goal</p>	<p><b>STIP Connection:</b> Goal 2: All students have access to effective educators.</p>
<p><b>Improvement Strategy:</b> Utilize PLC Framework and improve PLC practices and structures that ensure that grade levels are backwards planning with standards in mind, analyzing assessments, student performance, and progress toward meeting goals. We will be assigning goals to PLCs and teachers will share their data through agendas. Additionally, teachers will review student assessment data in alignment with the Standards of Mathematical Practice.</p>	





**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**Intended Outcomes:** Common assessments will align to standards and student grades will match their progress on MAP testing

**Action Steps:**

- Math walks for all grade levels
- Presenting PL strategies from the staff (different teachers)
- Create a plan for implementation/observation
- Share great ideas in teaching practice
- Create common agenda template and minutes shared weekly
- New PLC template
- New PLC Norms & Expectations

**Resources Needed:**

- Math instruction book study
- Time to collaborate
- Willingness amongst all team players.
- PLC Template
- Timeline
- Pacing Guide/Calendar planning
- Norms/Expectations
- Assess--Reflect--Plan--Teach System

**Challenges to Tackle:**

- Mindsets of PLC members. Potential solution: we are sharing collective efficacy and making sure that
- Establishing structures for data analysis and backwards planning. Potential solution: we are setting goals in PLCs to make sure we are talking about data.

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

*English Learners: We are giving students scaffolds with language and providing translators as needed.*

*Foster/Homeless: We use paper tutoring and provide resources when needed.*



*Free and Reduced Lunch: Counselor checks in on students.*

*Migrant: N/A*

*Racial/Ethnic Minorities: We incorporate enVisions and review assignments to ensure they are racially appropriate.*

*Students with IEPs: We work as a team to ensure students master and show progress towards grade-level standards.*



## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	District-wide survey; Panorama survey; empathy interviews	3-legged interviews; staff meetings; leadership meetings; SOT	Academic Afternoon; SOT; PTA, Tutoring
	<i>Areas of Strength: Teachers care very deeply for students and each other.</i>		
	<i>Areas for Growth: Emotional resilience amongst teachers &amp; staff.</i>		
<b>Problem Statement</b>	41% of students shared they are struggling to self-regulate emotions and overcome challenges based on District-wide survey and Panorama survey		
<b>Critical Root Causes</b>	Students struggle to grow as learners as they don't always believe they can grow and learn.		

### Part B

Connectedness	
<p><b>School Goal:</b> We seek to increase the percentage of students who feel they can self-regulate emotions and overcome challenges from 50% (2023-2024) to 65% by 2025, as measured by the District Wide Survey and school wide perception survey.</p>	<p><b>STIP Connection:</b> Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> Provide Multi-Tiered Systems of Support (MTSS) to help students regulate emotions and make rational choices.</p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p><b>Intended Outcomes:</b> By using social emotional strategies in classrooms, students will be able to recognize signs of stress and frustration and utilize different calming strategies to manage emotions and make rational choices.</p>	

**Action Steps:**

- Give out the survey to students (add questions about character building and/or comfort with staff/at school);
- Review the data;
- Design a team for the counselor lessons,
- Send strategist and counselor to OneHill training in Nov (15-19)
- Present at January Staff Development Day
- Give the student survey every other week (or monthly)
- Consistency in the Sanford Harmony/Character lessons (15-20 min devoted to a character trait or a weekly character trait) and C.H.A.R.T.
- Engage in the OneHill Social Emotional Learning initiative
- Counselor lessons on self-regulation

**Resources Needed:**

- Training of trainers
- Professional development for teachers and staff
- Implementation plan for students

**Challenges to Tackle:**

- Consistency of SEL strategies. Potential solution is to have shared staff meetings and training for all the students.
- Identifying the root cause of student trauma or reactions. Potential solution is to practice the 5 whys with all students.

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

*English Learners: ELL training and resources during professional learning from RBG3 strategist. Team will review strategies and utilize Imagine Learning to support ELL students and offer tutoring.*

*Foster/Homeless: Counselor will collaborate with classroom teachers to support at risk families in need of resources. Working with community resources including Care Solace to provide families with what they need.*

*Free and Reduced Lunch: Counselor and teachers will work to provide students with the wrap-around services they need.*

*Migrant: N/A*

*Racial/Ethnic Minorities: Embed anti-biased and equitable practice into our daily planning and instruction. Students are provided with the support and emotional connection they need to be successful and feel a sense of belonging on campus.*



*Students with IEPs: Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to align tasks to NVACs and ensure all students have equitable and inclusive access to materials and content. Push in and pull out supports provided to ensure the least restrictive environment.*

### **COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS**

<b>Funding Source</b>	<b>Amount Received for Current School Year</b>	<b>Purpose(s) for which funds are used</b>	<b>Applicable Goal(s)</b>
<i>School Budget</i>	<i>\$4,389,284.77</i>	<i>Improve instruction, employ licensed staff to maintain appropriate class size ratios.</i>	<i>Goal 1 &amp; 2</i>
<i>Supplies &amp; Other Services</i>	<i>\$484,345.28</i>	<i>Employ additional staff. 2 Subs to support RTI. Hire Social Worker. Tutoring &amp; Extra Duty Pay for Licensed &amp; Support Staff</i>	<i>Goal 2</i>
<i>EL Weighted Funding</i>	<i>4,000</i>	<i>Lexia English &amp; tutoring</i>	<i>Goal 1 &amp; 2</i>