



Clark County School District
Ulis Newton ES
2021-2022 School Performance Plan:
A Roadmap to Success

Ulis Newton 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 Shelby Jones, Assistant Principal for more information.

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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	669	0.3%	3.7%	27.2%	6.9%	49.3%	1.6%	10.9%	15.8%	3.1%	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	44.8%	36	33.4%	58.7%	53	56.6%	20.8%	19%	31.2%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	52.8%	56	48.7%	62.5%	55	64.1%	34.1%	36.8%	72.7%
	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	18.7%	60%
	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	400	396	404
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
Meaghan McGowan	Principal(s) <i>(required)</i>
Shelby Jones	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jenny Nunn; Tia Martin; Jessica Harrison	Teacher(s) <i>(required)</i>
Diana McCoy	Paraprofessional(s) <i>(required)</i>
Kasey O'Horo; Cindy Benevidez; Nicole Tevita; Janelle Willis; Christen Campbell	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	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
CIP Intro Meeting	10/5/21 at 3:30 p.m.	20	Establishing 3 goals related to student data
CIP Data Meeting	10/11/21 at 3:30 p.m.	7	Generate ideas for goals based on different sets of data.
CIP Data Meeting	10/12/21 at 8:20 a.m.	6	Review ideas and focus goals
CIP Goal Review Meeting	10/18/21 at 3:30 p.m.	4	Write out goals
CIP Goal Review Meeting	10/21/21 at 3:30 p.m.	10	Share goals and get feedback.
CIP Discussion Meeting	10/22/21 at 8:20 a.m.	40	Share goals and get feedback.



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	Reviewed historical SBAC and MAP data Reviewed 2020-2021 SBAC data Reviewed Fall 2021-2022 MAP data	District-wide Survey Panorama SEL Survey	Teacher Professional Learning Envisions materials distributed Zearn training Lexia training Instructional Rounds PLC Collaboration
Problem Statement	32% of our students are on track to be proficient in math on the 2021 MAP assessment. 39% of our students are on track to be proficient in ELA on the 2021 MAP assessment.		
Critical Root Causes	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.		

Part B

Student Success	
School Goal: Based on MAP data from fall 2021, we seek to increase the percent of students meeting/exceeding growth projections in all areas from 27.6% (fall 2021) to 50% (winter 2021) to 75% (spring 2022) as measured by MAP Growth Assessments. One strategy for this goal is using Interim DRC assessments and standards-aligned common assessments.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.



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, MAP accelerator, Freckle Math, Zearn, and Envisions.

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 Interim Assessments
- 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.

Resources Needed:

- Common preps within schedule
- Book study on PLC+
- Data trackers and resources

Challenges to Tackle:

- Current level of trust among grade levels
- Limited time on staff development days
- Overcoming gaps from pandemic and distance education

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

English Learners: ELL trainings and resources during professional learning from RBG3 strategist. Team will review strategies and utilize Imagine Learning to support EL students.

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.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Reviewed historical SBAC and MAP data Reviewed 2020-2021 SBAC data Reviewed Fall 2021-2022 MAP data Community Feedback Survey PLC Survey	Reviewed historical SBAC and MAP data Reviewed 2020-2021 SBAC data Reviewed Fall 2021-2022 MAP data	Reviewed historical SBAC and MAP data Reviewed 2020-2021 SBAC data Reviewed Fall 2021-2022 MAP data PLC agendas and minutes
Problem Statement	<i>Teachers need to align materials to NVACs and provide all students with quality Tier 1 instruction.</i>		
Critical Root Causes	<i>Lack of trust among PLCs and lack of structures to ensure data analysis for PLCs.</i>		

Part B

Adult Learning Culture



<p>School Goal: In order to support student achievement and growth, we seek to increase the percent of effective Professional Learning Communities (PLC) that are held from 38.6% (fall) to 50% (winter) to 75% (spring) by 2022 as measured by a PLC perception survey and school-wide Google Form. One strategy for this goal is our PLC+ Book Study during Leadership meetings.</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: 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.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: PLCs will be effective, welcoming, collaborative, and focused on data.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Buying the books for the Leadership team + 5 extra individuals● 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	
<p>Resources Needed:</p> <ul style="list-style-type: none">● PLC+ books● Time to collaborate● Willingness amongst all team players.	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Mindsets of PLC members● Establishing structures for data analysis and backwards planning.	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: ELL trainings and resources during professional learning from RBG3 strategist. Team will review strategies and utilize Imagine Learning to support EL students.</p>	



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 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.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Community Survey Student Survey District-wide survey	Community Survey Student Survey District-wide survey	Community Survey Student Survey District-wide survey
Problem Statement	41% of students shared they are struggling to self-regulate emotions and overcome challenges based on District-wide survey and Panorama survey		
Critical Root Causes	Students have not experienced conflict with peers since they have been in quarantine and are still dealing with the traumatic effects of the pandemic.		

Part B

Connectedness	
<p>School Goal: We seek to increase the percentage of students who feel they can self-regulate emotions and overcome challenges from 41% to 75% by 2022, as measured by the District Wide Survey and school wide perception survey. Two strategies for this goal will be for us to engage in the OneHill Social Emotional Learning initiative and counselor lessons on self-regulation.</p>	<p>STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Train teachers and staff on different strategies to regulate emotions and make rational choices.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2</p>	
<p>Intended Outcomes: 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.

Resources Needed:

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

Challenges to Tackle:

- Consistency of SEL strategies
- Identifying the root cause of student trauma or reactions

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

English Learners: ELL trainings and resources during professional learning from RBG3 strategist. Team will review strategies and utilize Imagine Learning to support EL students.

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

<i>Funding Source</i>	<i>Amount Received for Current School Year</i>	<i>Purpose(s) for which funds are used</i>	<i>Applicable Goal(s)</i>
<i>School Budget</i>	<i>\$3,690,494.58</i>	<i>Improve instruction</i>	<i>Goal 1 & 2</i>
<i>One Hill Training</i>	<i>Provided by City of Henderson</i>	<i>Student Social Emotional Learning and Growth</i>	<i>Goal 3</i>
<i>ESSER</i>	<i>101,460</i>	<i>Employ additional licensed professionals for class-size reduction.</i>	<i>Goal 2</i>