



Clark County School District

Helen J. Stewart School

School Performance Plan: A Roadmap to Success

Helen J. Stewart School 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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 06/15/2023.



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/helen_j._stewart_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
Palmer Jackson	Principal(s) <i>(required)</i>
Rick Fuller	Other School Leader(s)/Administrator(s) <i>(required)</i>
Donna Tumpney	Teacher(s) <i>(required)</i>
Stephanie Higa	Paraprofessional(s) <i>(required)</i>
Latara Parker	Parent(s) <i>(required)</i>
Robert Portelli	Parent
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
Karin Sirk	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Micheal Johnson and Savannah Cortner	Behavior Mentor and School Social Worker



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
S.O.T. Meeting	11/14/2022	Add lessons learned after each outreach event.
Annual Open House Meeting	9/7/2022	We could extend our invitation to include government/community agencies and our donors and stakeholders.
S.O.T. Meeting	11/14/2022	Our S.O.T. would like to hold monthly Parent Support Group meetings. This would also be a time for parent training.
S.O.T. and Leadership Team Meeting - April	4/25/2023 5/15/2023	Review of plan and Family Engagement Plan SSP Review to amend Act 3



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	<i>Functional Communication Progress on IEP goals/objectives</i>	<i>Teacher/staff observations Parent/guardian input</i>	<i>Lesson Plans Observations and documentation of direct instruction</i>
	<i>Areas of Strength: Our students are making adequate growth in the area of functional communication.</i>		
	<i>Areas for Growth: Students need access to communicative opportunities school-wide.</i>		
Problem Statement	<i>Our students at Helen J. Stewart School demonstrate a significant deficit in the area of functional communication. Our students need to be able to generalize functional communication skills to get basic wants and needs met and to aid in successful participation in vocational and leisure activities. Our students need to improve functional communication skills by making progress on the Picture Exchange Communication System (PECS) and/or progress to speech-generated devices.</i>		
Critical Root Causes	<p>There are various root causes and barriers that tend to hinder our students' consistent progress toward goal attainment.</p> <ul style="list-style-type: none"> ● Daily attendance ● Student/classroom behaviors ● Students' ability to engage and focus on instruction ● Students' limited vocabulary ● Systems to support formative assessments and data-informed instructional planning to improve students' functional communication need to be consistent throughout the school. 		



Part B

Student Success	
<p>School Goal: <i>Helen J. Stewart School will increase student communication through progressing through phases of PECs, increasing the use of speech generated devices, and increasing verbalization where appropriate.</i></p> <p><i>The percent of classroom observations that show evidence of student communication using PECs, speech generated devices, or verbalization will be 60% by semester 1, 2023 and 90% by semester 2, 2024 as measured by classroom observation data.</i></p>	<p>Aligned to Nevada's STIP Goal:</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 3: All students experience continued academic growth.</p> <p>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy: Improve practice on the NEPF Standard 5: Assessment integration into instruction and align assessment opportunities with learning goals and performance criteria.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>	
<p>Intended Outcomes: <i>Students will improve functional communication skills and be able to get needs and wants met through verbalization and/or other communicative means.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Use baseline data and formative assessments to plan instruction.</i>● <i>Use ULS pre- and post- assessments.</i>● <i>Provide professional development/training aligned to functional communication.</i>● <i>Develop Comprehensive functional communication scope and sequence schema.</i>● <i>Monitor students' progress towards functional communication goals.</i>● <i>Develop diagnostic assessment tools that effectively measure the progress of our students.</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Common preparation periods to review data by Grade-level Sections.</i>● <i>Revised data collection forms.</i>● <i>Scope and sequence chart that outlines the communication phases</i>● <i>Assistive Technology devices/support</i>● <i>Title III Funds</i>	



- *Local Plan Grant*

Challenges to Tackle:

- *Developing comprehensive guidelines that rely strictly on data.*
- *Ensuring all staff members are consistent with data collection.*

Potential Solutions:

- *Provide comprehensive training and guidance to analyze data.*
- *Utilize the support of various staff members (SPTAs and Strategist) to collect consistent data.*

Improvement Strategy: *Utilize a school-wide evaluation/rating tool scope and sequence schema.*

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

Intended Outcomes: *All students demonstrate growth towards functional communication goals.*

Action Steps:

- *Develop Comprehensive functional communication scope and sequence schema.*
- *Monitor students' progress towards functional communication goals.*

Resources Needed:

- *Common preparation periods to analyze student data*
- *Professional development training on functional communication scope and sequence schema*

Challenges to Tackle:

- *Consistent implementation of the functional communication scope and sequence schema school-wide.*

Potential Solution:

- *Utilize a universal scope and sequence schema, school-wide.*
- *Review and evaluate the data derived from the tool monthly.*

1003(a) Improvement Strategy: *Provide evidence-based Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *95 Core Phonics (1)*

Intended Outcomes: *Through consistent, evidence-based instruction and intervention, students will acquire the skills necessary to access grade-level, Tier I instruction in the area of English Language Arts.*



Action Steps: Implement CCSD's Teaching and Learning expectations for Tier II instruction:

- Analyze student data (95 Core Phonics assessments, a schoolwide formative assessment for reading, and students' progress towards meeting IEP goals) to identify students in need of additional Tier II instruction.
- Students identified as needing further assessment are administered a diagnostic or curriculum-based assessment to determine specific instructional needs, as prescribed in the Tiered Instruction Flowchart.
- Based on the data, educators collaboratively determine each student's specific need(s) for Tier II instruction, including skill-specific intervention.
- Communication will be provided to parents/guardians for students who are provided with Tier II instruction.
- Provide small group, Tier II instruction and intervention to identified students using 95 Core Phonics.
- Progress monitor data to monitor student improvement on identified knowledge, skill, and/or concept deficits.
- School teams analyze the data to determine whether Tier II instruction has been effective in improving student performance and make adjustments to the plan.

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers

Additional Resources:

- Teaching and Learning Expectations for Tier II Instruction
- Student assessment and progress monitoring data
- Monitoring tool data

Challenges to Tackle:

- Student absenteeism; *Potential Solution:* Provide Multi-Tiered Systems of Support for attendance, along with contact/contracts with families.

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

English Learners: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Foster/Homeless: Ensure students have equitable access to technology and technological services, ie., internet hotspots.

Free and Reduced Lunch: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.



Migrant: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Racial/Ethnic Minorities: Implement Culturally Responsive Teaching techniques and practices.

Students with IEPs: Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<ul style="list-style-type: none"> • Lesson Plans • Observations and documentation of direct instruction 	<ul style="list-style-type: none"> • Clinical cycles • Professional Learning Communities 	<ul style="list-style-type: none"> • Professional Learning Communities • Our partnership with Pyramid
	<p><i>Areas of Strength: The staff is making progress in understanding the components and need for functional communication for all students.</i></p>		
	<p><i>Areas for Growth: The staff is in need of continuous training related to functional communication.</i></p>		
Problem Statement	<p><i>The staff at Helen J. Stewart struggle with data analysis designed to drive communication goals. We are in need of a comprehensive functional communication scope and sequence schema.</i></p>		
Critical Root Causes	<p><i>Due to the global deficits of the students at Helen J. Stewart, school staff struggle with finding appropriate measures of functional communication in a variety of ways:</i></p> <ul style="list-style-type: none"> • Lack of technology • Developing learning how to learn behaviors • Classroom dynamics • Books/iPads become cumbersome • Some students have an excessive amount of vocabulary on the iPad, becomes overwhelming for the student to choose words to communicate wants and needs • All school personnel are not aware of the students' communication levels, especially specialists • Students require more one-on-one support • We (staff) limit the students' choices • Some students do not know how to use the iPad for communication, only to play games. • Incorporates staff development of the PLC+ model and Pyramid trainings as part of our key Professional Development initiative. 		



Part B

Adult Learning Culture	
<p>School Goal: <i>During the 2022-2023 school year, teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.</i></p> <p><i>100% of our teachers will receive functional communication training through Pyramid, participate in monthly data analysis sessions, and have IEP goals/objectives monitored by the learning strategist and SEIF.</i></p> <p><i>The percent of students who meet IEP goals/objectives related to functional communication will be 50% by semester 1, 2023 and 70% by semester 2, 2024 as measured by IEP records in Infinite Campus.</i></p>	<p>STIP Connection: Aligned to Nevada’s STIP Goal:</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 3: All students experience continued academic growth.</p> <p>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy: <i>Professional development and collaboration to increase students’ functional communication skills.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>	
<p>Intended Outcomes: <i>Teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>All staff will participate in functional communication training</i> ● <i>Teachers will participate in monthly data analysis sessions</i> ● <i>Administrators and Learning Strategists will consistently monitor IEP goals/objectives monitored by the learning strategist and SEIF.</i> ● <i>Administrators and LearningStrategist will incorporate staff development of the PLC+ model and Pyramid training as part of our key Professional Development initiative.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Time allocation for common planning and IEP review</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Schoolwide consistency following the functional communication scope and sequence schema.</i> <p>Potential Solution:</p>	



- Utilize a universal scope and sequence schema, school-wide.
- Review and evaluate the data derived from the tool monthly.

Improvement Strategy: *Utilize common functional communication scope and sequence schema. Students will have communication books/devices with them at all times.*

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

Intended Outcomes: *Students will make growth in the area of functional communication. Student behaviors will become less frequent.*

Action Steps:

- All staff will participate in functional communication training
- Teachers will participate in monthly data analysis sessions
- Administrators and Learning Strategist will consistently monitor IEP goals/objectives monitored by the learning strategist and SEIF.
- Administrators and Learning Strategist will incorporate staff development of the PLC+ model and Pyramid training as part of our key Professional Development initiative.

Resources Needed:

- Time allocation for common planning and IEP review.
- Funding for the Local Plan for the Pyramid Training.

Challenges to Tackle:

- *Schoolwide consistency following the functional communication scope and sequence schema.*

Potential Solution:

- Utilize a universal scope and sequence schema, school-wide.
- Review and evaluate the data derived from the tool monthly.

1003(a) Improvement Strategy: Analyze student performance data to plan to respond to all students' learning needs and inform Tier II instructional decisions.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); 95 Phonics Core Program (1)*

Intended Outcomes: Teachers will provide strong Tier II instruction and intervention to identified students and increase student achievement in English Language Arts.

Action Steps:



- Teachers will participate in job-embedded professional learning provided by the 95 Core implementation manager and/or the learning strategist.
- Teachers will participate in on-site coaching and collaboration with grade-level peers.
- Teachers will participate in Professional Learning Communities following the CCSD Teaching and Learning Cycle to analyze data to inform Tier II instruction.
- Teachers may participate in a book study, add-on days for planning and data analysis, Saturday institutes, and/or a literacy conference.
- Administration and coaches will use a look-for tool during instructional walks to provide real-time feedback and coaching opportunities aligned to the program model to support teacher growth and development.
- Implementation managers will provide at least 3 on-site coaching days per grade level, per teacher.

Resources Needed:

Title I 1003(a) funds will provide:

- 95 Core Phonics
- Implementation managers
- Look-for tools (Instructional walks and PLC)
- Funding for a literacy conference, books, and extra-duty pay for Saturday institutes

Additional Resources:

- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for Saturday institutes

Challenges to Tackle:

- Teacher attendance; *Possible Solution:* Offer incentive to teachers who attend all PLCs, add-on days, institutes, and conferences.
- Fidelity to the program model; *Possible Solution:* Implementation managers will provide additional coaching days to address program fidelity.

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

English Learners: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Foster/Homeless: Ensure students have equitable access to technology and technological services, ie., internet hotspots.

Free and Reduced Lunch: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to



guide instruction.

Migrant: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Racial/Ethnic Minorities: Implement Culturally Responsive Teaching techniques and practices.

Students with IEPs: Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Frequent assessments of each student's functional communication levels/domains	Ongoing training with our consultant partner Pyramid	Site-based and in-home training by our staff.-
	<i>Areas of Strength: We have a strong parent group that is interested in learning more about functional communication and their roles at home to support the learning.</i>		
	<i>Areas for Growth: We need continuous and purposeful training designed to support families.</i>		
Problem Statement	<i>Due to lack of functional communication by students, our parents often are not able to access the community appropriately with their children due to maladaptive behaviors by students not being able to express themselves and their wants/needs/desires.</i>		
Critical Root Causes	<p><i>Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are:</i></p> <ul style="list-style-type: none"> ● <i>Students and families use adaptive functional communication vs. those implemented and used by the school</i> ● <i>Homelessness</i> ● <i>Inconsistency between home and school</i> ● <i>Lack of understanding of how PECS/augmentative device works to communicate at home</i> ● <i>Outside influences; such as medication, nutrition, living conditions, etc</i> 		

Part B

Connectedness	
<p>School Goal: Provide parent training to aid functional communication across all settings. <i>The percent of students who have a family member attend at least one functional communication training will be 40% by semester 1, 2023 and 60% by semester 2, 2024 as measured by parent training sign-in sheets.</i></p>	<p>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: <i>Provide functional communication training to families/group homes so functional communication can be used with fidelity in all environments.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>
<p>Intended Outcomes: <i>Home communication will become a reflection of school communication.</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Provide virtual and in-person trainings on communication modalities</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Parent workshops and trainings on functional communication</i>● <i>Family resources designed to support the familial needs</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Ensuring that all families have equitable access to resources and training; Helen J. Stewart is not a “neighborhood school”, our students represent the entire Las Vegas, therefore, transportation and family work schedules hinder their ability to participate in events.</i> <p>Potential Solutions</p> <ul style="list-style-type: none">● <i>Survey each family to determine the best modality of communication that best meets their needs.</i>● <i>Provide information through multiple communication modalities; face-to-face, virtual, email, newsletters, ParentLink, and/or home visits.</i>
<p>Improvement Strategy: <i>Make parents and community aware of events and training opportunities at Helen J. Stewart School.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3 - Promising</i></p>
<p>Intended Outcomes: <i>Increase family engagement from 16% to a consistent 40%.</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Increase communicative platforms; use social media to inform families of engagement opportunities</i>
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>Staff member(s) to manage social media platforms</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Purposefully plan for events</i>● <i>Assigning personnel needed to sponsor the events</i> <p>Potential Solutions</p>



- Develop a master calendar of events/training opportunities.
- Provide extra-duty pay to staff to work after school hours.
- Host events during the school day.

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

English Learners: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Foster/Homeless: Ensure students have equitable access to technology and technological services, ie., internet hotspots.

Free and Reduced Lunch: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.

Migrant: Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Racial/Ethnic Minorities: Implement Culturally Responsive Teaching techniques and practices.

Students with IEPs: Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.



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)
Local Plan Grant	\$610,509.75	Salaries (licensed and support staff), professional development, technology, instructional supplies, book, and periodicals	Goal 2: Effective Educators-Student Success and Adult Learning Goal 5: Funding - Student Success and Adult Learning
Title I Funds	\$41,040. 00	Out-of-District Professional Development and Consults, Extra duty pay for Staff Professional Development and Collaboration	Goal 2: Effective Educators - Student Success and Adult Learning Goal 3: Continued academic growth - Student Success, Adult Learning, and Connectedness Goal 5: Funding - Student Success Goal 6: Partnership - Connectedness
Title III Funds	\$2,772.00	QTEL Training for four (4) Staff Members	Goal 3: Continued academic growth - Student Success, Adult Learning, and Connectedness
<i>Title I 1003(a)</i>	District Award \$6,373,983.44	District contract with the 95 Percent Group LLC, ThinkCERCA, and McGraw Hill to provide professional services to designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, training supplies, books, flexible seating.	Student Success, Adult Learning Culture