



Clark County School District  
**Helen J. Stewart School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Helen J. Stewart 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 Palmer Jackson for more information.*

**Principal:** Palmer Jackson [Stewart, Helen]  
**School Website:** <https://www.ccsdnvstewart.com/>  
**Email:** jackspd1@nv.ccsd.net  
**Phone:** (702) 799-5588

**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	127	2.4%	8.7%	37%	22%	24.4%	8.7%	5.5%	100%	33%	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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	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	N/A	N/A
	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
<b>School</b>	N/A	N/A	N/A
<b>District</b>	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	N/A	N/A	N/A
<b>District*</b>	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
Palmer Jackson	<b>Principal(s) (required)</b>
Rick Fuller	<b>Other School Leader(s)/Administrator(s) (required)</b>
Donna Tumpney	<b>Teacher(s) (required)</b>
Sharon Jaspersen	<b>Paraprofessional(s) (required)</b>
Latara Parker	<b>Parent(s) (required)</b>
Terry Spieker	<b>Parent</b>
N/A	<b>Tribes/Tribal Orgs (if present in community)</b>
Lindsey Chapter	<b>Specialized Instructional Support Personnel (if appropriate)</b>
Micheal Johnson and Savannah Cortner	<b>Behavior Mentor and School Social Worker</b>



## 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
Family Engagement Survey	July 22, 2021	42	The initial surveys served the purpose of getting our families involved by providing information they find valuable.
Event 1: Kickoff Meeting (Leadership Team)	8/25/2021	15	Introduction to the CIP Process
Back to School Open House Title 1 Meeting	8/11/ 2021 8/12/2021 8/11/2021- 8/12/2021	19	Used multiple platforms to advertise events. Follow up with a letter to highlight the main components of the events.
Event 2: Goal Development (Sections)	8/27/2021	21	Reviewed school-wide goal and SLG goal - Functional Communication
School Organization Team Meeting (S.O.T) Goal Development: Results of data analysis	9/ 1/2021	4	Used multiple platforms to advertise events. Follow up with a letter to highlight the main components of the events.



Event 3: Data Analysis (Sections)	8/27/2021	21	Discussed probing questions
Event 4: Root Cause Analysis (Leadership)	10/13/2021	15	Grade level Sections brainstormed Root Causes of possible implications of not meeting the goal
Event 5: SPP Roadmap Submission	10/28/2021	3	Team reviewed the CIP for submission



# 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>	<i>IEP data, Assistive Technology/Speech &amp; Language Pathologist Data</i>	<i>Leadership Meeting Data, Section Meeting Data</i>	<i>Teacher SLG, Unique Learning System (ULS)</i>
<b>Problem Statement</b>	<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>		
<b>Critical Root Causes</b>	<p><i>There are various root causes and barriers that tend to hinder our students' consistent progress toward goal attainment.</i></p> <ul style="list-style-type: none"> <li>● <i>Significant cognitive delays</i></li> <li>● <i>Secondary and/or multiple disabilities</i></li> <li>● <i>Lack or limited mobility and/or motor skills</i></li> <li>● <i>Daily attendance</i></li> <li>● <i>Student/classroom behaviors</i></li> <li>● <i>Students' ability to engage and focus on instruction</i></li> <li>● <i>Students' limited vocabulary</i></li> </ul>		



## Part B

Student Success	
<p><b>School Goal:</b> <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><b>Aligned to Nevada’s STIP Goal:</b></p> <p><b>Goal 2: All students have access to effective educators.</b></p> <p><b>Goal 3: All students experience continued academic growth.</b></p> <p><b>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.</b></p>
<p><b>Improvement Strategy:</b> Improve practice on the NEPF Standard 5: Assessment integration into instruction and align assessment opportunities with learning goals and performance criteria.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>	
<p><b>Intended Outcomes:</b> <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><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Use baseline data and formative assessments to plan instruction.</i></li> <li>● <i>Use ULS pre- and post- assessments.</i></li> <li>● <i>Provide professional development/training aligned to functional communication.</i></li> <li>● <i>Develop Comprehensive functional communication scope and sequence schema.</i></li> <li>● <i>Monitor students’ progress towards functional communication goals.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Common preparation periods to review data by Grade-level Sections.</i></li> </ul>	





- *Revised data collection forms.*
- *Scope and sequence chart that outlines the communication phases*
- *Assistive Technology devices/support*
- *Title III Funds*
- *Local Plan Grant*
- *Title I Funds*

**Challenges to Tackle:**

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

**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.*

**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
<b>Data Reviewed</b>	<i>IEP goals and objectives and progress monitoring data</i>	<i>Assistive Technology and Speech Data</i>	<i>Pyramid Training Feedback</i>
<b>Problem Statement</b>	<i>The staff at Helen J. Stewart struggles with data analysis designed to drive communication goals. We are in need of a comprehensive functional communication scope and sequence schema.</i>		
<b>Critical Root Causes</b>	<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"> <li>● <i>Lack of technology</i></li> <li>● <i>Developing learning how to learn behaviors</i></li> <li>● <i>Classroom dynamics</i></li> <li>● <i>Books/iPads become cumbersome</i></li> <li>● <i>Some students have an excessive amount of vocabulary on the iPad, becomes overwhelming for the student to choose words to communicate wants and needs</i></li> <li>● <i>All school personnel are not aware of the students' communication levels, especially specialists</i></li> <li>● <i>Students require more one-on-one support</i></li> </ul>		



	<ul style="list-style-type: none"> <li>● <i>We (staff) limit the students' choices</i></li> <li>● <i>Some students do not know how to use the iPad for communication, only to play games.</i></li> </ul>
--	--

**Part B**

Adult Learning Culture	
<p><b>School Goal:</b> <i>During the 2021-2022 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><b>STIP Connection:</b> <b>Aligned to Nevada's STIP Goal:</b></p> <p><b>Goal 2: All students have access to effective educators.</b></p> <p><b>Goal 3: All students experience continued academic growth.</b></p> <p><b>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.</b></p>
<p><b>Improvement Strategy:</b> <i>Professional development and collaboration to increase students' functional communication skills.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>	
<p><b>Intended Outcomes:</b> <i>Teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Participate in functional communication training</i></li> <li>● <i>Participate in monthly data analysis sessions</i></li> <li>● <i>Consistent monitoring of IEP goals/objectives monitored by the learning strategist and SEIF.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Time allocation for common planning and IEP review</i></li> </ul>	



<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Schoolwide consistency following the functional communication scope and sequence schema.</i></li></ul>
<b>Improvement Strategy:</b> <i>Utilize common functional communication scope and sequence schema. Students will have communication books/devices with them at all times.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3 - Promising</i>
<b>Intended Outcomes:</b> <i>Students will make growth in the area of functional communication. Student behaviors will become less frequent.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Families - Participate in functional communication training</i></li><li>● <i>Families - Participate in monthly data analysis sessions</i></li><li>● <i>Families- Incorporate functional communication at home</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Funding for supplies to use in the home.</i></li><li>● <i>Training for families/group homes to properly utilize PECS at home</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Getting families to participate and utilize the resources and information from training with fidelity.</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
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
<b>Data Reviewed</b>	<i>IEP goals/objectives data</i>	<i>Speech, assistive technology, and progress monitoring data</i>	<i>Family surveys and feedback</i>
<b>Problem Statement</b>	<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>		
<b>Critical Root Causes</b>	<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"> <li>● <i>Students and families use adaptive functional communication vs. those implemented and used by the school</i></li> <li>● <i>Homelessness</i></li> <li>● <i>Inconsistency between home and school</i></li> <li>● <i>Lack of understanding of how PECS/augmentative device works to communicate at home</i></li> <li>● <i>Outside influences; such as medication, nutrition, living conditions, etc</i></li> </ul>		

### Part B

Connectedness	
<b>School Goal:</b> <i>Provide parent training to aid functional communication across all settings.</i>	<b>Goal 6:</b> <b>All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</b>
<b>Improvement Strategy:</b> <i>Provide functional communication training to families/group homes so functional communication can be used with fidelity in all environments.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i>	
<b>Intended Outcomes:</b> <i>Home communication will become a reflection of school communication.</i>	



<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Provide virtual and in-person trainings on communication modalities</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Parent workshops and trainings on functional communication</i></li><li>● <i>Family resources designed to support the familial needs</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <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></li></ul>
<b>Improvement Strategy:</b> <i>Make parents and community aware of events and trainings happening with regard to Helen J. Stewart School.</i>
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3 - Promising</i>
<b>Intended Outcomes:</b> <i>Increase family engagement from 16% to a consistent 40%.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Increase communicative platforms; use social media to inform families of engagement opportunities</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Staff member(s) to manage social media platforms</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Purposefully planning for events</i></li><li>● <i>Assigning personnel needed to sponsor the events</i></li></ul>
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
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	\$45, 235.00	Technology, Instructional supplies, parent trainings, student support, and professional development for licensed and support staff	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	\$2,970.00	Boardmaker	Goal 3: Continued academic growth - Student Success, Adult Learning, and Connectedness