

School Performance Plan

School Name
May, Ernest ES

Address (City, State, Zip Code, Telephone):
6350 W Washburn Rd
Las Vegas, NV 89130-2193, 7027994690

Superintendent/Assistant Chief: Jesus Jara / Jeffery Hybarger

For Implementation During The Following Years: 2018-2019

The Following MUST Be Completed:

Title I Status:	Served
Designation:	NA
Grade Level Served:	Elementary
Classification:	5 Star
NCCAT-S:	Not Required

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request

Use of Core Instructional Materials
 Scheduling
 Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Tadra Klein	Parent	Bridget Leatherman	Principal
Kathy Nacinovich	Instructional Strategist	Tamara Hudson	Teacher

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your school's NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF) Statewide Assessments	Nevada School Performance Framework (NSPF) Time in ELL Program/Projected Time to Proficiency	Nevada School Performance Framework (NSPF)
Formative Assessments Practice	Placement (Proficiency Levels)	NA
Summative Assessments	Achievement Gap Data	NA
NA	NA	NA
Other:	Other:	Other:
Other:	Other:	Other:

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

2018

Celebrations:

48.3% of students were proficient in the 2018 Math CRT, which is above the district of 41.6%.

61.3% of students were proficient in the 2018 ELA CRT, which is above the district of 49%.

25.1% of students were proficient in the 2018 Science CRT, which is above the district of 21.8%.

56.8% of 3rd grade students were proficient in the 2018 ELA CRT, which is above the district of 46.6%.

48.3% of students were proficient in the 2018 Math CRT, which is above the district of 41.6%.

Areas of improvement:

Even though 48.3% of students are proficient in the 2018 Math CRT, we know more of our students could improve proficiency.

English Language Learners earned the lowest points on the point attribution table, English Learners Current earned 25% ELA AGP, the lowest points on the attribution table is 35.

Even though 25.1% of students are proficient in the 2018 Science CRT, this is above the district by only 3%.

2017

According to the official 2016-2017 NDE Validation Day data, the May Elementary student population consists of Asian (3.0%), African American (12.22%), White/Caucasian (42.54%), Hispanic/Latino (31.11%), Native American (0%), Multi-race (10.32%), Pacific Islander (0.9%), FRL (55%), IEP (13.9%), and LEP (8%) with a total of 628 students.

We currently measure student progress with the norm-referenced, state approved AIMSweb benchmark assessment. Our fall 2017 benchmark scores for ELA 51% of first grade students (ORF), 35% of second grade students (ORF), 47% of third grade students (ORF), 46% of fourth grade students (SRF), and 65% of fifth grade students (SRF) were meeting benchmark. We set grade level goals which are outlined in our plan to increase number of students meeting benchmark by Spring 2018.

Celebrations: Ernest May ES School won the Apple CORE Reading Incentive for the 2016-2017 school year earning \$7,000 for our school, which we put towards the AR Reading Program to continue to encourage our students to read. May ES achieved the highest rate of growth, of 9.2% in ELA for SBAC in Performance Zone I; May ES also achieved the third highest rate of growth in performance zone 1 of 5.5% in mathematics.

Areas to target: According to the 2017 SBAC data, 22% of fourth grade students were proficient in math. This was a 10% decrease from the previous year. We feel confident that the new School Performance Plan we put into place will help increase growth of 10-15% according to 2018 SBAC assessments.

Statewide summative assessment data was used to identify which areas are in need of improvement. It has been noted that the subgroups are in need of the most improvement, this includes ELL, FRL, and IEP. Statewide assessments (SBACs) were used in identifying those students in need of increasing proficiency levels. Placement (Proficiency Levels) was used to measure how

students in this subgroup are performing and to what extent they are capable of performing. Individualized Education Programs (IEP) were used to identify what students are in need of extra instructional time and to pinpoint exact goals that will enable these students to perform at the highest level possible.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 1:
Increase the proficiency in math from 48.3% to 58.3% as measured by 2019 state summative assessments and reported on the Academic Achievement indicator Nevada School Performance Framework.

Root Causes:
New common instructional resources used within the building.

Measurable Objective 1:
Decrease the percentage of 3rd grade students above the 40th percentile in math from 60% (Fall) to 25% (winter) and from X% Winter to Y% (Spring) as measured by MAP Growth Assessments.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)				
Professional Development to be given on EnVisions 2.0 program instructing on new curriculum	Instructional Resources and Professional Development was purchased in the 17 - 18 school year.	Monitored through on-line component through ENVision program	Principal Assistant Principal Instructional Strategist - 2/2018	On Task

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status

1.2 Family Engagement (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
Parents will be informed of new math instructional resources and invited to School Curriculum Nights	Teachers	Monthly Newsletter Classroom Information letters	Principal	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		Continuation From Last Year: No	NCCAT-S Indicators:	
School purchased EnVisions 2.0 school wide to assist with inconsistencies among grade levels Students in 3rd - 5th will also utilize SBAC Interim Assessments as progress indicators	Teachers to implement \$33,469.14 cost of instructional resources - from 17 - 18 strategic budget	SBAC Interim IAB assessment scores	Principal Assistant Principal Instructional Strategist	On Task

Comments:

1.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	
				N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:	<input checked="" type="checkbox"/> General Education	<input checked="" type="checkbox"/> FRL	<input checked="" type="checkbox"/> ELL	<input checked="" type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 2:
Increase the percent of students meeting Adequate Growth Percentile in ELA from 25% to 35% by 2018-2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Root Causes:
Lack of teacher background knowledge in effective EL strategies.

Measurable Objective 1:
Increase the percentage of English Learners proficient in English from 8% to 20% by 2019 as measured by WIDA ELPA assessment.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)				
Professional Development to be given during 18 SBCT sessions on the ALCA model.	Cohort C materials provided by the EL department, EL department, Imagine Learning (site license previously paid), subs for walk-throughs (Title III), Read by Three strategist, September 2018 - May 2019.	Monitored through on-line component through EL Instructional walk-throughs/rounds. ALCA model follow-up sessions to discuss implementation.	Continuation From Last Year: No Principal Read by Three Strategist EL Department	N/A

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)				
F.A.C.E.S. presenting ELA strategies throughout the year to families.	F.A.C.E.S	Monthly Newsletter Classroom information letters sign-ins, agendas	Principal F.A.C.E.S August 2018 - May 2019	N/A
NCCAT-S Indicators:				

Comments:

2.3 Curriculum/Instruction/Assessment (Required)					
			Continuation From Last Year:	NCCAT-S Indicators:	
EL strategies incorporated in classroom instruction from Professional Development to be given during 18 SBCT sessions on the ALCA model.	Cohort C materials provided by the EL department, EL department. Imagine Learning (site license previously paid), subs for walk-throughs (Title III), Read by Three Strategist, September 2018 - May 2019,	Monthly Newsletter Classroom information letters sign-ins, agendas	Monitored through on-line component through EL Instructional walk-throughs/rounds. ALCA model follow-up sessions to discuss implementation.	Principal Read by Three Strategist EL Department	N/A

Comments:

2.4 Other (Optional)		Continuation From Last Year:	NCCAT-S Indicators:
			N/A

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply:	<input type="checkbox"/> General Education	<input type="checkbox"/> FRL	<input type="checkbox"/> ELL	<input type="checkbox"/> IEP	<input type="checkbox"/> Other
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Priority Need/Goal 3:

Root Causes:

Monitoring Status
N/A

ACTION PLAN		MONITORING PLAN			
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status	
3.1 Professional Development (Required)		Continuation From Last Year:	NCCAT-S Indicators:	N/A	

Comments:

Action Step	Resources and Amount Needed	List Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Optional)		Continuation From Last Year:	NCCAT-S Indicators:	

					N/A
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Comments:

3.3 Curriculum/Instruction/Assessment (Optional)				Continuation From Last Year:		NCCAT-S Indicators:	
							N/A

Comments:

3.4 Other (Optional)		Continuation From Last Year:		NCCAT-S Indicators:	
					N/A

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Strategic Budget	2,951,324.28	All staff members, curriculum, intervention, technology, supplies,	Goals 1, 2 and 3
Title I	76,130.00	Humanities Position	Goals 1, 2 and 3
Title III	2,914.00	English Language Learners Tutoring	Goal 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Ernest J. May Elementary School has become a National Board Professional Development School. One of our teachers facilitates the meetings at the school which contains nine of our teachers in the program. The school reimburses the participants initial fee in support of the educational commitment they have made towards their career and the school. We encourage teachers to be leaders within their grade levels and the building by giving professional development in the areas they have mastered within their own skill level. Our door is always open and we are always willing to hear new and fresh ideas that teachers have to help increase student academics and engagement.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Ernest J. May Elementary School provides parents with literacy nights throughout the school year to inform them of information about the school's performance plan, budgets, and academic achievement. Parents are also invited during daytime meetings to hear about updates from the school. Notifications are sent home through ParentLink, Class Dojo, and school newsletters. Parents are welcomed to volunteer in the classrooms according to district policy, and assist with sight words and extra support the classroom teachers may need.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

The counselor at Ernest J. May Elementary School takes the 5th grade students to the middle school that the majority of students are zoned for to introduce them to their new school, teachers, administration, and they go over class schedule options and the differences from elementary to middle school. We also have a KIDS program here at May that students are able to transition from that class into our Primary Autism classroom without any issues as the students and parents have already met the teachers and assistants from the classroom.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers are always welcomed to give input and suggestions on all assessments. Administration provides professional development for all teachers on Interim assessments and district and state mandated assessments. Teachers are then given time to look at data to help drive their future instruction. These days include time with the Instructional Strategist going over students who are included in Response to Instruction groups and making changes where necessary. This time is given to the teachers multiple times throughout the school year.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts

Ernest J. May Elementary School has formed a School Organizational Team consisting of staff members and parents. This team allows for all decisions to be discussed and voted upon before agreement and decisions are made final. Some of the items this team discusses are the school's budgets, School Performance Plan, and academic achievement. The public is invited to any and all meetings with the agendas being available on the school's web site.

APPENDIX A - Professional Development Plan

1.1

Professional Development to be given on EnVisions 2.0 program instructing on new curriculum

Goal 1 Additional PD Action Step (Optional)

2.1

Professional Development to be given during 18 SBCT sessions on the ALCA model.

Goal 2 Additional PD Action Step (Optional)

3.1

Goal 3 Additional PD Action Step (Optional)

APPENDIX B - Family Engagement Plan

1.2

Parents will be informed of new math instructional resources and invited to School Curriculum Nights

Goal 1 Additional Family Engagement Action Step (Optional)

2.2

F.A.C.E.S. presenting ELA strategies throughout the year to families.

Goal 2 Additional Family Engagement Action Step (Optional)

3.2

Goal 3 Additional Family Engagement Action Step (Optional)

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 1

Priority Need/Goal 1:
Increase the proficiency in math from 48.3% to 58.3% as measured by 2019 state summative assessments and reported on the Academic Achievement indicator Nevada School Performance Framework.

Measurable Objective(s):

- Decrease the percentage of 3rd grade students above the 40th percentile in math from 60% (Fall) to 25% (winter) and from X% Winter to Y% (Spring) as measured by MAP Growth Assessments.

Status
On Task

Comments:

- 1.1 Professional Development:
- 1.2 Family Engagement:
- 1.3 Curriculum/Instruction/Assessment:
- 1.4 Other:

	Mid-Year	End-of-Year
1.1	Professional Development to be given on EnVisions 2.0 program instructing on new curriculum	
Progress		
Barriers		
Next Steps		
1.2	Parents will be informed of new math instructional resources and invited to School Curriculum Nights	
Progress		

Barriers		
Next Steps		
1.3	School purchased EnVisions 2.0 school wide to assist with inconsistencies among grade levels Students in 3rd - 5th will also utilize SBAC Interim Assessments as progress indicators	
Progress		
Barriers		
Next Steps		
1.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 2

Priority Need/Goal 2: Increase the percent of students meeting Adequate Growth Percentile in ELA from 25% to 35% by 2018-2019 as measured by state summative assessments and reported on the Nevada School Performance Framework.

Measurable Objective(s):

- Increase the percentage of English Learners proficient in English from 8% to 20% by 2019 as measured by WIDA ELPA assessment.

Status

On Task

Comments:

- 2.1 Professional Development:
- 2.2 Family Engagement:
- 2.3 Curriculum/Instruction/Assessment:
- 2.4 Other:

	Mid-Year	End-of-Year
2.1	Professional Development to be given during 18 SBCT sessions on the ALCA model.	
Progress		
Barriers		
Next Steps		
2.2	F.A.C.E.S. presenting ELA strategies throughout the year to families.	
Progress		

Barriers		
Next Steps		
2.3	EL strategies incorporated in classroom instruction from Professional Development to be given during 18 SBCT sessions on the ALCA model.	
Progress		
Barriers		
Next Steps		
2.4		
Progress		
Barriers		
Next Steps		

APPENDIX C - Monitoring/Evaluation

Priority Need/Goal 3

Priority Need/Goal 3:

Measurable Objective(s):

Status
N/A

Comments:

- 3.1 Professional Development:
- 3.2 Family Engagement:
- 3.3 Curriculum/Instruction/Assessment:
- 3.4 Other:

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps		
3.2		
Progress		
Barriers		

Next Steps		
3.3		
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps		