



## Clark County School District

# May Elementary

### School Performance Plan: A Roadmap to Success

May Elementary 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  CSI  TSI  TSI/ATSI



*Our SPP was last updated on 10/25/22*



## 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/ernest\\_j.\\_may\\_elementary\\_school/2022/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/ernest_j._may_elementary_school/2022/nspf/).

*Inclusion of this link replaces completion of the tables in the previous year’s SPP.*

## 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
Bridget Leatherman	<b>Principal(s)</b> <i>(required)</i>
Jaimee Galloway	<b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>
Lindsey Kepner	<b>Teacher(s)</b> <i>(required)</i>
Carol Hooten	<b>Paraprofessional(s)</b> <i>(required)</i>
Jennifer Snider	<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
SOT Meetings	10/25/22 11/29 /22 12/13/24 01/24 /23	<ul style="list-style-type: none"><li>• Budget updates, staffing updates, Grading Policy, reviewed SPP</li></ul>
Staff Meeting	8/25/22 9/22/22 10/6/22  1/5/23 1/19/23 1/24/23 1/25/23 1/26/23	<ul style="list-style-type: none"><li>• Budget updates, staffing updates, reviewed SPP</li><li>• Number Talks, CRA, Learning Intentions, Success Criteria</li><li>• Tier II Math differentiated groups</li><li>• i-Ready Reading and Math</li><li>• PLC+</li></ul>
Staff Development Day	8/3/22 8/5/22 9/12/22 10/4/22 1/23/24	<ul style="list-style-type: none"><li>• PLC+, i-Ready, MTSS Tier I Professional learning</li><li>• i-Ready Reading and Math</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>	Spring 2021-2022 3rd-5th grade Math SBAC Data	Panorama Benchmark Attendance meetings	Classroom Walk-through Data Observations PLC+ Data
	Areas of Strength: According to the 2021-2022 Nevada School Performance Framework, student growth indicator was 35/35. In 2022, May's Math Median Growth Percentile (MGP) was 74.0 compared to the district's median of 55.0.		
	Areas for Growth: According to the 2021-2022 SBAC assessments, only 34.5% of students in 3rd-5th grade are proficient. In addition, students identified in the special education subgroup are 8.1% proficient, Black/African American subgroup are 18.1% proficient, and English Learners subgroup are 18.1% proficient.		
<b>Problem Statement</b>	From 2019-2022, students in grades 3rd-5th grade went from 54.9% to 35.2% in Math according to SBAC.		
<b>Critical Root Causes</b>	Students struggled returning from Distance Learning, high chronic absenteeism, and received a lack of differentiated small group instruction. Teachers had the lack of training with the new math curriculum. Teachers also had a lack of deep understanding of unwrapping standards and assessing students at a rigorous level.		

### Part B

Student Success	
<b>School Goal:</b> Increase the percent of 3rd-5th grade students proficient in mathematics from 35.2% to 60% by spring 2023, as measured by state	<b>Aligned to Nevada's STIP Goal:</b> Goal 3



summative assessments.	
<b>Improvement Strategy:</b> Implement new math curriculum- Envision 2020, which is closely aligned with the 3rd-5th grade NVAC Standards. Implement i-Ready math program for additional Tier I instruction and rigorous assessments and intervention to support Tier II and progress monitoring. <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-District-Wide Approved Adopted Curriculum</i>	
<b>Intended Outcomes:</b> 3rd-5th grade Students will have a 25% growth in Math according to the spring 2023 SBAC assessment.	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● All teachers will attend Envisions 2020 training provided by CCSD.</li><li>● Continuing professional learning on Envisions2020 throughout the school year</li><li>● Math PLCs to analyze math data and math standards</li><li>● Math PLCs to unwrap and fully understand math standards</li><li>● PLC meetings to develop rigorous school-wide formative and summative assessments</li><li>● Number Talks training</li><li>● iReady professional learning during staff development day</li><li>● Instructional Walks and review of data</li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● Envisions 2020 curriculum</li><li>● Envisions 2020 manipulatives</li><li>● iReady curriculum</li><li>● iReady assessments</li><li>● Walk through data</li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● Learning a new curriculum</li><li>● Lack of substitutes available to provide training</li><li>● Student last of mastery of previous grade level standards to continue to move forward</li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	



English Learners: Weekly Academic Morning, after school ELL tutoring, RTi/RTI  
 Foster/Homeless: Weekly Academic Morning, RTi/RTI  
 Free and Reduced Lunch: Weekly Academic Morning, RTi/RTI  
 Migrant: N/A  
 Racial Ethnic Minorities: Weekly Academic Morning, RTi/RTI  
 Students with IEPs: Weekly Academic Morning, RTi/RTI

## 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>Instructional Walks data/review</i>	<i>Monthly Leadership meetings</i>	<i>Master calendar, Instructional Walk calendar</i>
	<i>Areas of Strength: Instructional walks completed school-wide by the staff during the 2021-2022 and 2022-2023 school year were completed to identify school-wide trends and to improve school-wide expectations and Tier I instruction.</i>		
	<i>Areas for Growth: Teachers utilizing rigorous assessments that are aligned to the NVAC standards.</i>		
<b>Problem Statement</b>	<i>Teachers didn't have common formative and summative assessments that aligned with grade level standards.</i>		
<b>Critical Root Causes</b>	<i>Lack of understanding on how to unwrap and assess standards.</i>		

### Part B

Adult Learning Culture	
<b>School Goal:</b> <i>100% of our classroom teachers will be using common formative and summative assessment aligned to the NVACs in the spring</i>	<b>STIP Connection:</b> <i>Goal 3</i>



<i>of 2023 as measured by PLC+ agendas and classroom observations.</i>	
<b>Improvement Strategy:</b> <ul style="list-style-type: none"><li>● <i>Learning Strategists and RPDP trainer will facilitate professional learning trainings and support weekly grade level PLCs.</i></li><li>● <i>Gradual release will be modeled to empower grade levels to run their own effective PLCs. Administration observe weekly PLCs</i></li></ul> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> <i>By May 100% of our teachers will be utilizing aligned and rigorous formative and summative assessments.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>New weekly agendas</i></li><li>● <i>RBG3 Strategist is modeling weekly effective PLCs.</i></li><li>● <i>Trainer from RPDP will hold year-long training on PLC+</i></li><li>● <i>Gradual release will be modeled to empower grade levels to run their own effective PLCs.</i></li></ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Time for grade levels to meet in PLCs</i></li><li>● <i>After school training, staff meeting trainings, staff development trainings on PLC+</i></li></ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Time</i></li><li>● <i>Teacher follow through with PLCs non-negotiables</i></li></ul>	
<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>	
English Learners: RTi/RTI Foster/Homeless: RTi/RTI Free and Reduced Lunch: RTi/RTI Migrant: N/A Racial/Ethnic Minorities: RTi/RTI Students with IEPs: RTi/RTI	





## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Panorama Survey data, Student Attendance Data</i>	<i>Staff and District-wide Survey</i>	<i>Parent District-wide Survey</i>
	<i>Areas of Strength: School counselor does weekly mindful lessons, does weekly grade level lessons, and holds small group lessons for identified students.</i>		
	<i>Areas for Growth: School-wide student absenteeism is consistently over 25%.</i>		
<b>Problem Statement</b>	<i>Students are struggling with social and emotional intelligences and need to learn how to understand emotion regulation, and how to use healthy coping skills &amp; having positive relationships.</i>		
<b>Critical Root Causes</b>	<i>Students not being taught emotion regulation and coping skills.</i>		

### Part B

Connectedness	
<p><b>School Goal:</b> Increase Emotional Regulation percent of students from 41% to the district average 50% as measured by the Panorama Education Survey by the spring in the 2023.</p> <p>By the 3rd benchmark, Emotional Regulation percent will increase from 41% to the district average of 50%</p>	<p><b>STIP Connection:</b> <i>Goal 6</i></p>
<p><b>Improvement Strategy:</b> <i>SEL circles with identified students, weekly counseling lesson, SWAG team (Students who Achieved Greatness), ReThink lessons</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 1 (Counselor)</i></p>	



**Intended Outcomes:** Increasing student emotional regulation to 50%, Students' attending SWAG Team outcome would be showing positive school behavior and improved behavior.

**Action Steps:**

- Weekly counseling lessons
- School-wide weekly Character Traits taught and monthly student recognition for those that show specific traits
- "Swag" Group (Students Who Achieve Greatness)- group to improve identified students' behavior by developing leadership and social skills.
- Weekly meetings with students who are in Mindful Marshals club- focusing on students' social and emotional intelligence and learning how to understand emotion regulation and coping skills.
- Staff Training on the Rethink SEL program
- Monthly Citizenship Assemblies recognizing students for displaying positive character traits

**Resources Needed:**

- Teachers/admin to facilitate clubs
- Counselor to teach weekly lessons in Kinder-5th grade

**Challenges to Tackle:**

- *Student attendance for assigned groups*
- *Time for the counselor to teach lessons in all classes and grades*

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

English Learners: Counselor holds lessons in all classes, students are invited to attend clubs, specific students will be identified to join the SWAG club  
Foster/Homeless: Counselor holds lessons in all classes, students are invited to attend clubs, specific students will be identified to join the SWAG club  
Free and Reduced Lunch: Counselor holds lessons in all classes, students are invited to attend clubs, specific students will be identified to join the SWAG club  
Migrant: N/A  
Racial/Ethnic Minorities: Counselor holds lessons in all classes, students are invited to attend clubs, specific students will be identified to join the SWAG club  
Students with IEPs: Counselor holds lessons in all classes, students are invited to attend clubs, specific students will be identified to join the SWAG club





## 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)
<i>General Budget</i>	<i>\$3,945,532</i>	<i>Staffing, materials, resources</i>	<i>Goals 1,2,3</i>
Title I	\$123,420	CTTs, Extra Duty, resources	Goals 1,2,3
Title III	\$3036.00	Resources	Goals 1, 3
ESSER III	\$90,602	Licensed Teacher, substitute for PD	Goals 1, 2, and 3
English Learners	\$98,120.78	Staff incentives, Professional Learning	<i>Goals 1,2,3</i>