



Clark County School District
Ernest May ES
2021-2022 School Performance Plan:
A Roadmap to Success

Ernest May 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 Bridget Leatherman for more information.

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School Designations: X 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	545	0.4%	3.1%	33.6%	12.3%	37.6%	2.0%	11.0%	19.1%	9.0%	54.9%
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	48.38%	68	48.72%	61.36%	61	65.64%	25.2%	21.7%	78.38%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	54.9%	66	57.7%	60.3%	56	63.3%	25.2%	15.7%	43.7%
	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	4.2%	36.3%
	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	420	416	425
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
Bridget Leatherman	Principal(s) <i>(required)</i>
Jaimee Galloway	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kathleen Nacinovich, Shari Valentine	Teacher(s) <i>(required)</i>
Carol Hooten	Paraprofessional(s) <i>(required)</i>
Jennifer Snider	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
SOT	10/26/21	9	Budget updates, staffing updates, reviewed CIP goal
<i>*Add rows as needed</i>			



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	Spring 2020-2021 3rd-5th grade Math SBAC Data	Panorama Benchmark	Classroom Walk-through Data Observations PLC Data
Problem Statement	<i>Students in grades 3rd-5th grade went from 54.9% to 16.5% in Math.</i>		
Critical Root Causes	Students struggled during Distance Learning and lack of small group instruction. Teachers had the lack of training and experience with teaching math to provide online instruction during Distance Learning.		

Part B

Student Success	
School Goal: Increase the percent of 3rd-5th grade students proficient in mathematics from 16.5% to 56.5% by spring 2022, as measured by state summative assessments.	Aligned to Nevada's STIP Goal: <i>Goal 3</i>
Improvement Strategy: Implement new math curriculum, Envision 2020, which is closely aligned with the 3rd-5th grade NVAC Standards.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-District-Wide Approved Adopted Curriculum</i>	
Intended Outcomes: 3rd-5th grade Students will have a 40% growth in Math according to the spring 2022 SBAC assessment.	



<p>Action Steps: <i>Insert during Event 5</i></p> <ul style="list-style-type: none">● All teachers will attend Envisions 2020 training provided by CCSD.● Continuing PD on Envisions throughout the school year● Math PLCs to analyze math data● Instructional Walks and review of data
<p>Resources Needed:</p> <ul style="list-style-type: none">● Envisions 2020 curriculum● Envisions 2020 manipulatives● Walk through data
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Learning a new curriculum● Lack of substitutes available to provide training● Student last of mastery of previous grade level standards to continue to move forward
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: Weekly Academic Morning, RTi/RTI</p> <p>Foster/Homeless: Weekly Academic Morning, RTi/RTI</p> <p>Free and Reduced Lunch: Weekly Academic Morning, RTi/RTI</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Weekly Academic Morning, RTi/RTI</p> <p>Students with IEPs: Weekly Academic Morning, RTi/RTI</p>



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Classroom walk through data/ review	Teacher survey results	PLC agendas
Problem Statement	<i>Teachers didn't have common formative and summative assessments that aligned with grade level standards.</i>		
Critical Root Causes	<i>Lack of understanding on how to unwrap and assess standards.</i>		

Part B

Adult Learning Culture	
School Goal: <i>100% of our classroom teachers will be using common formative and summative assessment aligned to the NVACs in the spring of 2022.</i>	STIP Connection: <i>Goal 3</i>
Improvement Strategy: <ul style="list-style-type: none"> • <i>RBG3 Strategist is modeling weekly effective PLCs.</i> • <i>Gradual release will be modeled to empower grade levels to run their own effective PLCs.</i> 	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>By May 100% of our teachers will be utilizing aligned formative and summative assessments.</i>	
Action Steps: <ul style="list-style-type: none"> • <i>New weekly agendas</i> • <i>RBG3 Strategist is modeling weekly effective PLCs.</i> 	



- *Gradual release will be modeled to empower grade levels to run their own effective PLCs.*

Resources Needed:

- *Time for grade levels to meet in PLCs*

Challenges to Tackle:

- *Time*
- *Teacher follow through with PLCs non-negotiables*

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

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
Data Reviewed	<i>Panorama Student Data</i>	<i>Staff and District-wide survey</i>	<i>Staff and District-wide survey</i>
Problem Statement	<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 & having positive relationships.</i>		
Critical Root Causes	<i>Students not being taught emotion regulation and coping skills.</i>		

Part B

Connectedness	
<p>School Goal: Increase Emotional Regulation percent of students from 37% to the district average 41% as measured by the Panorama Education Survey by the spring in the 2022.</p> <p>By the 3rd benchmark, Emotional Regulation percent will increase from 37% to the district average of 45%</p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: <i>SEL circles amongst identified students, weekly counseling lesson, SWAG team (Students with Achieved Greatness)</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 1 (Counselor)</i></p>	
<p>Intended Outcomes: Increasing student emotional regulation to 45%, Students' attending SWAG Team outcome would be showing positive school behavior and improved behavior</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • 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.

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>\$3,695,242</i>	<i>Staffing, materials, resources</i>	<i>Goals 1,2,3</i>
Title I	\$119, 385	CTTs, Extra Duty, resources	Goals 1,2,3
Title III	\$4,026	Prep buy-out, Interventionist	Goals 1, 3