



Clark County School District
Richard C. Priest ES
2021-2022 School Performance Plan:
A Roadmap to Success

Priest ES 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 Ms. Pamela Hays for more information.

Principal: Pamela Hays

School Website: <https://richardcpriest.weebly.com/>

Email: haysp@nv.ccsd.net

Phone: (702) 799-6200

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	625	0%	2.7%	57%	24.3%	7.5%	2.7%	6.2%	13.28%	16.96%	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	36.3%	43	26.5	41.3%	55	50.2	11.2	9.1%	46.1%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	37.7%	35	25.6	43.2%	45	46.2	8.6	11.7%	50.5%
	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		
	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	389	394	399
District*	379	368	361

*Source: databool.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
Pamela Hays	Principal(s) <i>(required)</i>
Tamara Bonica	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jennifer Garcia; Michelle Caligone; Michael MacCrary; Leighanne Mainguy; Tamara Hoover	Teacher(s)/Staff <i>(required)</i>
Ruth Ponce	Support Staff
Tiarre Norwood	Parent(s) <i>(required)</i>
<i>n/a</i>	Student(s) <i>(required for secondary schools)</i>
<i>n/a</i>	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>Jessica Shearin, School Psychologist</i>	Specialized Instructional Support Personnel <i>(if appropriate)</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
Teachers/Staff Outreach	2/11/21 @ 8:15 a.m.	65	Teachers were very interested in the data shared.
Parent/Student Outreach	2/18/21 @ 7:30 a.m.	19	It was very positive. Parents' eyes were opened and many parents were asking questions based on the data. Parents got to see a different lens inside of our school world.
Parent/Student Outreach	2/18/21 @ 5:00 p.m.	19	Parents had great questions based on the data. Parents were happy to be included in this work.



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>Lexia, SBAC, and MAP Growth</i>	Office Referrals, Social Emotional Surveys, and Minor Incident Data*	Instructional Rounds, SmartyAnts, Pacing Guides, and PLC*
Problem Statement	<i>Black students show the highest percent of office referrals. Black students have 40% of referrals with only 26% enrollment (disproportionate). RIT scores from MAP assessments were not discussed during PLCs. RIT scores were discussed 3 times during PLCs, when they should have been discussed 8 times by now.</i>		
Critical Root Causes	<i>Clarity: Experience, Improvement of pacing guides, allocation of time, consistent delivery</i> <i>Communication: Parent Engagement, Adequate instruction has not been provided from top down that RIT is a driver in discussions during PLCs</i> <i>Equity: Continued or improved professional development related to equity is needed, Looking at data with equity lens</i> <i>Belief: Lack of knowledge and experience in equity issues</i>		

Part B

Student Success (Social Emotional Learning)	
School Goal: <i>By May 2022, we will reduce office referrals from classroom incidents of black students from 40% in 2019-2020* to 26% in 2021-2022. *2019-2020 data was used due to distance learning in 2020-2021.</i>	Aligned to Nevada's STIP Goal: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
Improvement Strategy: A possible solution would be cultural competency and SEL training for all staff members.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>SEL Level 1 and Wraparound Services Level 3</i>	
Intended Outcomes: After the cultural competency and SEL training for staff, we should see a reduction in office referrals from classroom incidents from black	



students because staff will have more strategies to de-escalate behaviors in the classroom. By January, decrease office referrals from classroom incidents of black students to align with their enrollment percentage.

Action Steps:

- *Provide professional development related to:*
 - *Equitable practices/beliefs*
 - *Major/Minor/Handle in Classroom Incidents*
 - *Classroom management*
 - *De-escalation skills using MTSS resources*
 - *Coping skills using CATESOL resources*
 - *Implement Equity Rounds using the Culturally Responsive Classroom Guide*

Resources Needed:

- School-wide flowchart for major and minor incidents
- Selections of books for book studies
- Presenters
- Money for substitutes for rounds
- Additional time
- Additional funding
- School-wide behavior matrix

Challenges to Tackle:

- Additional time
- Willingness of staff
- Additional funding

Student Success (Access to Rigorous Texts and Tasks)

School Goal: *By May 2022, discussion of RIT scores during Data Meetings will increase from 3 times in 2020-2021 to 16 times in 2021-2022.*

Aligned to Nevada’s STIP Goal:
Goal 3: All students experience continued academic growth.

Improvement Strategy: A possible solution would be MAP report training for all teachers focusing on RIT to concepts understanding.

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

Intended Outcomes: After staff understands RIT scores in MAP reports and their connections to concepts and standards, they should be able to plan for student



groupings that fit the needs of the students.

Action Steps:

- *Provide Universal Data Meeting guideline and training to all staff*
- *Provide “Looking at RIT scores” training to all staff using NWEA resources and identified markers of progress*
- *Provide “Learning Continuum” from MAP Growth reports training to all staff using*
- *NWEA resources and identified markers of progress*
- *Data Review*

Resources Needed:

- *Universal PData Meeting guideline*
- *Presenters (including NWEA consultant)*
- *Additional funding*
- *Additional time*

Challenges to Tackle:

- Additional Time
- Willingness of staff
- Additional funding

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

English Learners: ELL strategies, Language development

Foster/Homeless: Possible partnership with DFS, Foster & Homeless advocate, and connections to wraparound services

Free and Reduced Lunch: Title I supports

Migrant: Title 1 supports, Support for families

Racial/Ethnic Minorities: Diversity/Inclusion

Students with IEPs: Ensuring adherence to the IEP’s accommodations are met



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Classroom Walks</i>	<i>School Climate Data</i>	TFI and Harmony
Problem Statement	<i>In Tier 1, the team is established and implementation established with 50% or above. Tier 2: only 4 areas did not have 0% under categories of teams, interventions, and evaluation. On the last observation, in Tier 2, we scored 88% in teams, 38% in interventions, and 30% in evaluations.</i>		
Critical Root Causes	<p><i>Clarity/Structures: lack of knowledge of trauma informed practices, lack of knowledge in Adult SEL, lack of structure in place for universal model at school</i></p> <p><i>Communication: Adequate instruction has not been provided from top down for seeking assistance and program implementation</i></p> <p><i>Equity: lack of knowledge on how to differentiate</i></p> <p><i>Belief: lack of belief that all can succeed</i></p>		

Part B

Adult Learning Culture	
<p>School Goal: <i>By May 2022, the school will implement Tier 2 school-wide MTSS Interventions with fidelity from 30% in 2019-2020* to 50% in 2021-2022 based on the Tiered Fidelity Inventory (TFI).</i></p> <p><i>*2019-2020 data was used due to distance learning in 2020-2021.</i></p>	<p>STIP Connection:</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>A possible solution would be implementation of MTSS and PBIS.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PBIS Level 1 and MTSS Level 1</i></p>	
<p>Intended Outcomes: After full implementation of MTSS and PBIS by the school staff, the staff should be more equipped to assist tier 2 behaviors using those practices.</p>	
<p>Action Steps:</p>	



- *Provide PD with Tier 2 behavior instruction*
- *Provide PD with Tier 2 school-wide behavior program*
- *Data Review*
- *Implement in-house TFI rounds*

Resources Needed:

- *Additional time*
- *Presenters*
- *Tier 2 school-wide behavior materials (including school created and MTSS)*
- *Allocation of general budget*

Challenges to Tackle:

- Additional time
- Additional revenue

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

English Learners: ELL Strategies and language development

Foster/Homeless: Possible partnership with DFS, partnerships with Foster and Homeless Advocate, and connections to wraparound services

Free and Reduced Lunch: Title I supports

Migrant: Title I supports and extra support for families

Racial/Ethnic Minorities: Diversity and inclusion

Students with IEPs: Ensuring adherence to IEPs accommodations are met and inclusion



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Climate Survey Data and Attendance Data	<i>School Climate Data and Teacher Retention</i>	<i>School Climate Data</i>
Problem Statement	<i>From September through February, the average attendance rate for Fridays was 90.7%. (Mondays 91.1%, Tuesdays 91.2%, Wednesdays 91.9%, and Thursdays 92.1%). Black students have the highest number of chronic absenteeism (at 26%). 3rd grade had the highest chronic absenteeism rate (at 29%). Kinder is the second highest chronic absenteeism rate (at 26%). Students with IEP show a 3% higher average of absenteeism than non IEP students.</i>		
Critical Root Causes	<i>Clarity: Specific way of delivering information (universal) Communication: Parent Engagement and relationships Equity: Family situations, Culture and Climate Belief: Feeling safe at school and Test Fridays</i>		

Part B

Connectedness	
School Goal: <i>By May 2022, the number of tardy events will decrease by 25% from 1838 events in 2019-2020 to 1379 events in 2021-2022. *2019-2020 data was used due to distance learning in 2020-2021.</i>	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: A possible solution would be connections between counselors and families to decrease tardiness.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Counselor level 1</i>	
Intended Outcomes: <i>After the positive connections of our school counselors and our parents, we should see a decrease in tardiness.</i>	
Action Steps: <ul style="list-style-type: none"> ● Provide student/family incentives to decrease tardiness 	



- Scheduled attendance meetings with families in accordance to attendance matrix
- Phone calls/emails/parent link to students with chronic tardiness

Resources Needed:

- Finances for student/family incentives
- Time
- Attendance matrix

Challenges to Tackle:

- Time
- Additional funding to support incentives

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

English Learners: ELL Strategies and language development

Foster/Homeless: Possible partnership with DFS, partnerships with Foster and Homeless Advocate, and connections to wraparound services

Free and Reduced Lunch: Title I supports

Migrant: Title I supports and extra support for families

Racial/Ethnic Minorities: Diversity and inclusion

Students with IEPs: Ensuring adherence to IEPs accommodations are met and inclusion



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)
Title 1 Budget	\$273,285.00	Staffing	All goals
General Budget	\$3,331,740.11	Staffing, Admin and license support, supplies and other services, service level agreements, and CSR	All goals
ASF	\$147,175.00	Additional SEL counselor #2, SEL community in schools	Goal 1a, 2, and 3
Title 3	\$9,174.00	Professional Learning	Goal 1a, 1b, and 2
General Funds Read by Grade 3	\$89,000.00	Grade by 3 Strategist	Goal 1b