



Clark County School District

Priest Elementary

School Performance Plan: A Roadmap to Success

Priest 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.

Principal: Pamela Hays

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Phone: 702-799-6200

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on October 16, 2023



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/richard_c._priest_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 |
|---|--|
| Pamela Hays | Principal(s) <i>(required)</i> |
| Tamara Bonica Michelle Caligone | Other School Leader(s)/Administrator(s) <i>(required)</i> |
| Michael McCrary; Leighanne Mainguy; Tamara Hoover; Kelsey Morbioli, Marquis Travis, Jessica Shearin | Teacher(s)/Staff <i>(required)</i> |
| Ruth Ponce | Support Staff |
| Devan Walker | Parent(s) <i>(required)</i> |
| n/a | Student(s) <i>(required for secondary schools)</i> |
| n/a | Tribes/Tribal Orgs <i>(if present in community)</i> |
| Jessica Shearin, School Psychologist | Specialized Instructional Support Personnel <i>(if appropriate)</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.

| SOT Meeting | 05/30/23 | Year in review SPP - Act 3 - Parents feel academic needs of students are extremely important and want to see us succeed. Suggested announcing parent volunteers for school |
|--|----------------------|---|
| Parent Surveys at Registration Events | 06/07/23 06/14/23 | Parents enjoy our school, want more academic information and goal information |
| Teacher Meet and Greet | 08/04/23 | Title 1 Parent Survey was given - parents want to be invited into classrooms to help and see what learning is happening |
| Kinder Family Event | 08/22/23 | Kinder families engaged in school meeting with Administrators to discuss school-wide goals, attendance expectations and what it looks like to be a Kindergartner. Parents signed up for |
| K-5 Family Academic Morning/Picnic Lunch | 09/19/23 | Parents inquired about signing up to volunteer to assist teachers and increase academic growth with students. Parents would like to know more about what students are learning in school. Parents also requested a parent calendar. |
| | | |
| | | |
| | | |



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 | Behavior Data in IC, Teacher Referrals, MAP Data, SBAC Data | Panorama survey results | Classroom observations, lesson plans, Tier 1 Instructional Guides, Lesson Look Fors |
| | Areas of Strength: Increase in ELA and Math SBAC Proficiency Scores, Increase of Students Making Growth on the MAP assessment | | |
| | <p>Areas for Growth: Increase the percentage of students meeting projected growth. Fall 22 to Winter 22 - 54% of students made projected growth in Math Winter 22-Spring 23 - 47% of students made projected growth in Math In Spring 2023, our growth median was 37%. In Winter 2022, our achievement was 37%. In Spring 2023, our achievement dropped to the 34th %tile.</p> <p>Increase the percentage of students who are proficient in ELA and Math Spring 23 Math 23% were proficient and 77% were not Spring 22 Math 30% were proficient and 70% were not Spring 23 ELA 25% were proficiency and 75% were not Spring 22 ELA 33% were proficient and 67% were not</p> | | |
| Problem Statement | The percentage of students making their projected growth decreased in the 22-23 school year. The percentage of students who were proficient declined from 21-22 to the 22-23 school year in both ELA and Math. | | |
| Critical Root Causes | <p>The following were not consistent foci during the 2022-2023 school year:</p> <p>Clarity: Experience, Improvement of pacing guides, allocation of time, consistent delivery, Deficiencies in effective Tier 1 Instruction Communication: Parent Engagement, Accountability and Awareness Equity: Looking at data with equity lens, making biases known to self, building relationships with all students Belief: Lack of knowledge and experience in equity issues, Lacking sense of urgency</p> | | |



Part B

Student Success

School Goal: *By Spring 2024, the percentage of students meeting projected growth in MAP MATH will increase from 47% in spring 2022 to 60% in spring 2024.*

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

Improvement Strategy: Implement school-wide goal trackers with students for accountability.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *MAP Growth Assessments (2); Progress Monitoring (2); Analyze data in PLCs (3); HMH Into Reading (2); 95 Phonics Core Program (1); enVisions Math (3).*

Intended Outcomes: After staff understands RIT scores in MAP reports and their connections to concepts and standards, they will be able to plan for student groupings that fit the needs of the students. When teachers understand the RIT scores, students will be able to learn and understand them as well to correlate the understanding to their goal trackers. *Staff will be able to track formative assessment data and have meaningful conversations surrounded by real data.*

Action Steps:

Administration/Strategists will support teachers in purposeful PLCs and PD to:

- Utilize the [content-specific pacing guides](#) to identify the standard(s) to unwrap.
- Review the standard(s), including the vocabulary.
- Unwrap the standard(s) to identify the skills and concepts to understand the full and implied intent of the standard(s).
- Create the common teacher exemplar to identify the criteria (i.e., rubric, learning task, performance task) for student evidence that demonstrates mastery of the standard(s).
- Discuss the unwrapped standard(s) and the common summative assessment or learning task aligned to the standard(s) to determine the logical sequence of the major concepts and skills for students’ mastery of the standard(s).
- Review the common summative assessment or learning task aligned to the standard(s).
- Develop the academic learning intentions and embed language learning intentions and social-emotional learning intentions within the academic learning intentions.
- Review student evidence that demonstrates students’ understanding of the learning intentions (i.e., “I can” statements) and make students' learning visible through the use of assessments, learning tasks, performance tasks, student rubrics, and student/teacher exemplars.
- Use the [District’s Teaching and Learning Expectations for Tier I Instruction](#).
- Agree upon high-leverage, instructional strategies that are engaging and meet students’ needs.
- Share, discuss, and develop a plan to respond, including determining student groups and when to reteach, reassess, and analyze student performance data.
- Purposefully planned learning tasks and activities support overall mastery of the standards.
- Teachers share and discuss the identified additional supports for students to meet the standard(s), such as varied grouping strategies and individual



supports.

- Share learning opportunities to extend student learning beyond the identified mastered standard(s).
- *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*
- *Provide school-wide data trackers to staff/students*
- *Utilize NWEA resources and identified markers of progress*
- *Complete Data Review with staff and community*

Resources Needed:

- *Universal PD*
- *Presenters (including NWEA consultant)*
- *Additional funding*
- *Additional time*

Challenges to Tackle:

- Additional time is needed; Administration will review and restructure school calendar to allow for adequate PLC time.
- Willingness of staff; Administration will model effective PLCs and involve staff in leading effective PLC practices
- Additional funding; Administration will utilize RPDP for professional development for staff
- Lack of sense of urgency from staff members; Administration will model having a sense of urgency and ensure we communicate the expectations with teachers

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

English Learners: Learning Strategists will provide ELL strategies and Language development to all staff

Foster/Homeless: Counselors will build relationships with Foster & Homeless advocates, and provide connections to wraparound services

Free and Reduced Lunch: Title I supports as needed

Migrant: Title 1 supports, Support for families as needed

Racial/Ethnic Minorities: Diversity/Inclusion/Understanding the Whole Child

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 | PLC data PLC Agendas | Teacher Professional NEPF Evaluations and Teacher Self Assessments Observational feedback document Envisions Look Fors | Weekly PLC Meetings, Climate Survey, Staff Surveys, Paid Opportunities of PD |
| | Areas of Strength: Designated time built into mornings for PLCs | | |
| | Areas for Growth: Maximizing time spent in GL teams with senses of urgency | | |
| Problem Statement | Our school is in need of utilizing strategic tools designed for effective instruction and having conversations of best practices while referencing the tools. | | |
| Critical Root Causes | Clarity/Structures: lack of effective utilization of learning intentions/success criteria, lack of meaningful conversations regarding best practices Communication: lack of teachers collaborating surrounding best practices in mathematics Equity: lack of knowledge on how to differentiate Belief: lack of belief that all can succeed | | |

Part B

| Adult Learning Culture | |
|---|---|
| School Goal: By May 2024, K-5 grade levels will discuss and analyze the Envisions Math Look Fors at least one PLC per month. | 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: Weekly classroom observations and immediate feedback for teachers. Observations in PLCs. | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 3 | |
| Intended Outcomes: After analysis and discussions of Envisions Look Fors, teachers will be able to demonstrate effective Tier 1 instruction utilizing the Envisions. | |



Math Program.

Action Steps:

Administration and Strategists will support teachers to:

- Determine the specific skills and/or concepts within the standard(s) to reteach by identifying the misconception(s), misunderstanding(s), and/or foundational skill deficits.
- Identify the necessary prior knowledge for students' learning.
- Identify evidence-based, scientifically researched [Tier I instructional materials](#) aligned to the standard(s) that are culturally appropriate, relevant, and inclusive.
- Identify areas of growth and strength in their instructional practices, strategies, and methods.
- Use the [District's Teaching and Learning Expectations for Tier I Instruction](#).

Administration will also:

- *Complete Data Reviews with teachers*
- *Provide PD on Envisions Look Fors document*
- *Complete Weekly classroom observations with timely feedback*
- *Be present in PLCs*

Resources Needed:

- *Additional time*
- *Afterschool paid opportunities for math PD*

Challenges to Tackle:

- Additional time; Administration will review and restructure school calendar to allow for adequate PLC time.
- Inspection of expectations; Administration will calendar time for inspections to review progress on expectations

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

English Learners: Progress monitoring will occur a minimum of every other week and include standardized measures.

Foster/Homeless: The school counselors will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Licensed and support staff will provide opportunities for after-hour tutoring and/or Saturday book camps.

Migrant: Title I supports and extra support for families as needed

Racial/Ethnic Minorities: Learning strategists will provide tiered interventions and acceleration for students that are continuously struggling.

Students with IEPs: Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|---|--|---|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | <i>Student tardy events</i> | <i>Staff attendance rates at school Staff communication to families regarding attendance</i> | <i>Family events that occurred throughout the school year</i> |
| | <i>Areas of Strength: School implemented Punctual Panda tardy initiative and Truancy Diversion Program that resulted in slight drops in late arrivals to school towards the end of the school year.</i> | | |
| | <i>Areas for Growth: Continue tardy initiative programs to reduce number of tardy events consistently (beginning earlier in the school year)</i> | | |
| Problem Statement | <p><i>Tardy events have been steadily increasing over the past two school years from 2021-2023 at Priest ES.</i></p> <p><i>2021-2022 = 2833 tardy events</i></p> <p><i>2022 - 2023 = 3761 tardy events</i></p> <p><i>2022-2023 Kinder-4th grade students entering the 23-24 school year (438 students) 75.2% had less than 4 tardy events in the school year and 24.8% had more than 4 tardy events in the 22-23 school year.</i></p> | | |
| Critical Root Causes | <p><i>Clarity: Specific way of delivering information to teachers, students and community (universal)</i></p> <p><i>Communication: Parent Engagement and relationships</i></p> <p><i>Equity: Family situations, Culture and Climate</i></p> <p><i>Belief: Feeling safe at school and Test Fridays</i></p> | | |

Part B

| Connectedness | |
|---|---|
| <p>School Goal: <i>By May 2024, the percentage of students with more than 4 tardies per school year will decrease from 24.8% in the 22-23 school year to 20% in the 22-23 school year.</i></p> | <p>STIP Connection: 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: Truancy Diversion Program and Punctual Pandas Program that builds relationships between administration, counselors, teachers and</p> | |



families to decrease tardiness.

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

Intended Outcomes: *After the positive connections of our school counselors, teachers and our parents, we should see a decrease in tardiness.*

Action Steps:

- Provide student/family incentives to decrease tardiness
- Scheduled attendance meetings with families in accordance to attendance matrix
- Phone calls/emails/parent links to families of students with chronic tardiness

Resources Needed:

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

Challenges to Tackle:

- Time; Administration will schedule monthly parent nights/activities to include discussion towards school-wide goals
- Additional funding to support incentives; Administration will work to gain additional sponsors for refreshments for parent events and student incentives

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

English Learners: School will provide all attendance/tardy information in English and Spanish (or other languages as needed)

Foster/Homeless: Counselors will work to provide wraparound services

Free and Reduced Lunch: Title 1 funds will be used to support student needs

Migrant: Title I supports and extra support for families as needed

Racial/Ethnic Minorities: Utilize the Truancy Diversion Program; outreach to the community recreational centers

Students with IEPs: Adherence to IEPs accommodations are met and inclusion is provided; modifications are made as needed



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 | \$348,270 | Staffing | All goals |
| General Budget | \$4,776,912 | Staffing, Admin and license support, supplies and other services, service level agreements, and CSR | All goals |
| At Risk Funding | \$93, 405.96 | Additional SEL counselor #2, SEL community in schools | All Goals |
| Title 3 | \$8,184 | Professional Learning | All Goals |
| General Funds Read by Grade 3 | \$94,969.60 | Grade by 3 Strategist | All Goals |