

Clark County School District

May, Ernest J. ES

2026-2027 School Improvement Plan

Classification: 4 Star School



District Approval Date: July 21, 2026

Mission Statement

At Ernest J. May Elementary School, opportunities are provided for all students to succeed in an emotionally healthy environment where high self-esteem is fostered. All students are given opportunities to develop and display individual talents and to acquire the capacity to articulate ideas, respond to change, and become lifelong learners.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/ernest_j._may_elementary_school/nspf/

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Comprehensive Needs Assessment

Revised/Approved: June 29, 2026

Student Success

Student Success Areas of Strength

According to the 2025-2026 WIDA Results, 12 students were exited scoring a 4.5 or higher and 51 out of the 56 students tested showed growth from their previous test scores. According to the Spring 2025-2026 MAP Growth and Achievement results for Math students in all grade levels made significant academic progress showing that the school's median growth percentile is 69th, showing in the high-growth, high achievement category.

Student Success Areas for Growth

Reducing the percentage of students in K-5th grade who are achieving in the lowest percentile tier in Reading on their Map assessments. Increase the percentage of students scoring at or above the 41st percentile in Reading from 35% (fall) to 25% (spring) as measured by interim assessments.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Language barriers and limited vocabulary which impact students' comprehension of all academic content and standards • Difficulty showing academic level on standardized assessments due to not being in their language. • Limited parental support due to language barrier.	• The learning strategists will implement and monitor identified ELL students using Imagine Learning. Strategist will meet with individual students and work on setting goals focusing on phonics, fluency, vocabulary, reading comprehension, and language development. Teachers will utilize 95 Phonics with students to assist with students' needs. • Funding will provide Imagine Learning licenses for the identified students to utilize and tutoring for identified ELL students in October.

Student Group	Challenge	Solution
Foster/Homeless	• School transitions and unstable housing situations • Emotional and behavioral challenges related to trauma	• The School Success Facilitator, Administration, and Teacher Committee will meet with identified students who are chronically absent to implement incentives to help increase student attendance and decrease absences. • Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Free and Reduced Lunch	• Higher absenteeism • Increased need for academic intervention • Economic hardship and lack of parental support	• Licensed and support staff will provide opportunities for students to attend morning clubs and Academic Mornings to support their academic growth. • Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Lack of culturally relevant instruction and materials • Implicit bias that may affect teacher expectations	• Funding will provide Imagine Learning licenses for the identified students to utilize and tutoring for identified ELL students in October. • The learning strategist will implement and monitor identified ELL students using Imagine Learning. Strategist will meet with individual students and work on setting goals focusing on phonics, fluency, vocabulary, reading comprehension, and language development. • Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Students with IEPs	• Behavioral, emotional, and academic challenges that impact learning and peer interactions • Gaps in foundational academic skills that require individualized support and differentiation to meet specific needs.	• Special education teachers will meet with grade level teachers monthly to discuss inclusion practices and planning to help meet the needs of students IEP goals. • 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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the 2025-2026 Spring Map Achievement Report, 50% of K-5th students fall below the 61st percentile in Reading.

Critical Root Cause: Student, high chronic absenteeism was consistently over 20% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Problem Statement 2 (Prioritized): According to the 2026 SBAC results, fourth grade students experienced a 3.6% decrease in ELA proficiency compared to their third grade performance. Data analysis indicated that teachers were not consistently implementing rigorous formative and summative assessments aligned to grade level standards, resulting in gaps in monitoring student progress and instructional decision making.

Critical Root Cause: New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

Inquiry Area 1: Student Success

SMART Goal 1: The overall Reading Achievement Percentile for students in kindergarten through fifth grade, as measured by the iReady Diagnostic Assessment, will increase from the Spring 2026 baseline of the 61st percentile to the 66th percentile by the Spring 2027 assessment.

Formative Measures: As a school, students in kindergarten through fifth grade will increase median achievement by 5 percentage points in both Reading Achievement and Reading Growth, as measured by the Spring 2027 i Ready Assessment, compared with Spring 2026 baseline data.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: To increase achievement in Reading Map Growth across grade K-5, all teachers will implement data-driven, differentiated small-group instruction and deliver rigorous Tier I instruction using the approved Tier I curriculum. Grade level PLCs and instructional planning will include ongoing progress monitoring to identify and address ongoing student needs.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	All teachers will attend LETRS Training	Administration, Strategists	August 2026- May 2027				
2	Continuing professional learning with HMH and i-Ready	Administration, Strategists, Teachers	August 2026- May 2027				
3	Data driven differentiated small groups	Administration, Strategists, Teachers	August 2026- May 2027				
4	RPDP training on small group instruction and Tier II instruction	Administration, Strategists, Teachers	August 2026- May 2027				
5	ELL tutoring for students below the 12% on Fastbridge	Administration, Strategists, Teachers	August 2026- May 2027				
6	Student goal setting for fall, winter, and spring Map assessments	Administration, Strategists, Teachers	August 2026- May 2027				
7	Instructional Walks and team observations and review of data	Administration, Strategists, Teachers	August 2026- May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
8	PLC meetings to analyze and respond student data and develop rigorous school-wide formative and summative assessments	Administration, Strategists, Teachers	August 2026- May 2027	
9	Instructional Strategists coaching	Administration, Strategists, Teachers	August 2026- May 2027	

Position Responsible: Administration

Resources Needed: HMM

iReady curriculum/ assessments

Strategists

RPDP

Evidence Level

Level 1: Strong: District-Wide Approved Adopted Curriculum

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 2

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Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade level Lesson Study rounds were conducted school wide during the 2026-2027 school year to identify school-wide student learning trends and strengthen Tier I instruction, collaborative planning, instructional expectations, and student discourse.

During the 2026-2027 school year, structured collaborative planning and Professional Learning Communities (PLCs) will focus on the implementation of HMH Into Reading Version 3. School-wide instructional walks will be conducted to monitor reading instruction, support effective implementation of Tier I practices, and ensure consistency across all classrooms.

Adult Learning Culture Areas for Growth

Teachers will strengthen the rigor of classroom instruction by implementing standards aligned assessments and higher level questioning strategies that promote critical thinking and deeper understanding of the Nevada Academic Content Standards (NVACS). In addition, teachers will intentionally embed structured student discourse strategies throughout Tier I instruction to increase student engagement, promote academic language, foster meaningful collaboration, and provide students with frequent opportunities to explain, justify, and defend their thinking.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	- Language barriers and limited vocabulary which impact students' comprehension of all academic content and standards - Difficulty showing academic level on standardized assessments due to not being in their language. - Limited parental support due to language barrier.	- The learning strategist will implement and monitor identified ELL students using Imagine Learning. Strategist will meet with individual students and work on setting goals focusing on phonics, fluency, vocabulary, reading comprehension, and language development. - Imagine Learning licenses for the identified students to utilize. Ell tutoring will start for identified ELL students in October.

Student Group	Challenge	Solution
Foster/Homeless	• School transitions and unstable housing situations • Emotional and behavioral challenges related to trauma	• School Success Facilitator, Attendance Committee, and Administration will meet with students identified as chronically absent to help increase student attendance. • Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Free and Reduced Lunch	• Higher absenteeism • Increased need for academic intervention • Economic hardship and lack of parental support	• Licensed and support staff will provide opportunities for students to attend morning clubs and Academic Mornings to support their academic growth. • Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	- Lack of culturally relevant instruction and materials - Implicit bias that may affect teacher expectations	- The learning strategist will implement and monitor identified ELL students using Imagine Learning. Strategist will meet with individual students and work on setting goals focusing on phonics, fluency, vocabulary, reading comprehension, and language development. - Imagine Learning licenses for the identified students to utilize. - ELL tutoring will start for identified ELL students in October. - Staff will be trained to recognize and respond to the unique social-emotional needs of these students. This training will provide practical strategies for implementing restorative justice circles in the classroom, fostering a more inclusive and supportive environment.
Students with IEPs	- Behavioral, emotional, and academic challenges that impact learning and peer interactions - Gaps in foundational academic skills that require individualized support and differentiation to meet specific needs.	- Special education teachers will meet with grade level teachers monthly to discuss inclusion practices and planning to help meet the needs of students IEP goals. - 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.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): According to the 2026 SBAC results, fourth grade students experienced a 3.6% decrease in ELA proficiency compared to their third grade performance. Data analysis indicated that teachers were not consistently implementing rigorous formative and summative assessments aligned to grade level standards, resulting in gaps in monitoring student progress and instructional decision making.

Critical Root Cause: New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

Problem Statement 2 (Prioritized): According to the 2025-2026 Spring Map Achievement Report, 50% of K-5th students fall below the 61st percentile in Reading.

Critical Root Cause: Student, high chronic absenteeism was consistently over 20% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2026 to 2027 school year, 100% of classroom teachers will participate in weekly Professional Learning Community (PLC) meetings to collaboratively analyze student data and use common formative and summative assessments aligned to the Nevada Academic Content Standards (NVACS) to guide instructional planning and improve student achievement. Progress will be monitored through PLC agendas and meeting notes, classroom observations, instructional walks, and assessment data.

Formative Measures: By May 2027, 100% of teachers will consistently implement rigorous, standards aligned formative and summative assessments that accurately measure student learning and inform instructional decision making.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Learning Strategists and RPDP trainer will facilitate professional learning trainings and support weekly grade level PLCs. Gradual release will be modeled to empower grade levels to run their own effective PLCs. Administration observe weekly PLCs					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	RBG3 Strategist is modeling weekly effective PLCs.	Strategists	August 2026-May 2027				
2	Trainer from RPDP will hold year-long training on PLC	Strategists, Grade Chairs, Administration	August 2026-May 2027				
3	Gradual release will be modeled to empower grade levels to run their own effective PLCs.	Strategists, Administration	August 2026-May 2027				
4	New weekly agendas	Strategists, Grade Chairs, Administration	August 2026-May 2027				
Position Responsible: Strategists, Grade Chairs, Administration Resources Needed: Time for grade levels to meet in PLCs After school training, staff meeting trainings, staff development trainings on Learning Intentions/Success Criteria and Lesson Study Rounds Time to prepare and plan for Tier II small groups Evidence Level Level 2: Moderate: PLC Forms Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1 - Connectedness 1							

Connectedness

Connectedness Areas of Strength

Daily morning announcements include mindfulness lessons and weekly character trait messages that encourage students to reflect, build positive habits, and apply these skills throughout the school day. Each month, students who consistently demonstrate the featured character traits are recognized during a school wide assembly. In addition, students are recognized monthly for outstanding attendance, reinforcing the importance of being present and engaged in learning every day.

Connectedness Areas for Growth

The school continues to face a significant challenge with student attendance, as the overall absenteeism rate consistently exceeds 20%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers affecting communication about attendance policies.	- Students are invited to attend clubs, specific 3rd- 5th grade students will be identified to join the SWAG club. - Strategist and administrations monitor individual students and goal set with them to help with passing the WIDA assessment. - Strategist and Student success facilitator will meet with identified students to support the ELL tutoring by goal setting on academic growth and attendance. - Administration and attendance committee will monitor attendance and identify chronically absent students and develop support plan. - Administration meet with parents to review district/state/school attendance policy and expectations.
Foster/ Homeless	- Unstable housing and school changes - Social-emotional challenges and trauma	- Student Success Facilitator meet with students identified as chronically absent to help increase student attendance. - Students are invited to attend clubs, specific 3rd- 5th grade students will be identified to join the SWAG club. - Administration and attendance committee will monitor attendance and identify chronically absent students and develop support plan. - Administration will meet with parents to review district/state/school attendance policy and expectations.
Free and Reduced Lunch	Economic hardship and challenges	- Student Success Facilitator will meet with students to monitor their attendance in the different morning clubs and Academic Mornings to support their academic growth and attendance. - Students are invited to attend clubs, specific 3rd- 5th grade students will be identified to join the SWAG club. - Administration and attendance committee will monitor attendance and identify chronically absent students and develop support plan. - Administration will meet with parents to review district/state/school attendance policy and expectations.

Student Group	Challenge	Solution
Migrant/ Title1-C Eligible		
Racial/ Ethnic Minorities	Community-specific challenges impacting consistent attendance	- Student Success Facilitator will implement and monitor identified ELL students using Imagine Learning. Strategist will meet with individual students and work on setting goals focusing on phonics, fluency, vocabulary, reading comprehension, and language development. - Students are invited to attend clubs, specific 3rd- 5th grade students will be identified to join the SWAG club. - Administration and attendance committee will monitor attendance and identify chronically absent students and develop support plan. - Administration will meet with parents to review district/state/school attendance policy and expectations.
Students with IEPs	- Frequent medical or therapeutic appointments during school hours - Behavioral difficulties	- Special education teachers will meet with grade level teachers monthly to discuss inclusion practices and planning to help meet the needs of students IEP goals. - 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. - Administration and attendance committee will monitor attendance and identify chronically absent students and develop support plan. - Administration will meet with parents to review district/state/school attendance policy and expectations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Data from behavior referrals, student surveys, and schoolwide observations indicate that many students are demonstrating challenges with emotional regulation, positive peer relationships, and the use of appropriate coping strategies. A lack of consistent instruction and opportunities to practice these social and emotional skills has contributed to increased behavioral concerns and decreased student connectedness.

Critical Root Cause: Students not being taught emotion regulation and coping skills.

Problem Statement 2 (Prioritized): According to the 2025-2026 Spring Map Achievement Report, 50% of K-5th students fall below the 61st percentile in Reading.

Critical Root Cause: Student, high chronic absenteeism was consistently over 20% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2026 to 2027 school year, the percentage of students at May Elementary who are chronically absent will decrease from 25% to 18%, as measured by and reported on the Nevada School Performance Framework (NSPF) in Spring 2027.

Formative Measures: By Spring 2027, the overall percentage of students who are chronically absent will decrease from 25% to 18%.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Student Success Facilitator will hold SEL circles with identified students, SWAG team (Students who Achieved Greatness), attendance incentives, parent meetings and intervention plans and attendance contracts.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Student Success Facilitator meet with students identified as chronically absent to help increase student attendance.	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
2	School-wide weekly Character Traits taught and monthly student recognition for those that show specific traits.	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
3	Monthly Citizenship Assemblies recognizing students for displaying positive character traits	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
4	"Swag" Group (Students Who Achieve Greatness)- group to improve identified students' behavior and attendance by developing leadership and social skills and lessons on teach importance of attendance.	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
5	Attendance Committee will assist with attendance and behavior incentive program.	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
6	Shared Space room will be used as an incentive for good attendance and behaviors.	Administration, Student Success Facilitator, Attendance Committee	August 2026-May 2027				
Position Responsible: Strategists, Teachers, and Administration Resources Needed: Strategists, Teachers, and Administration to facilitate clubs Evidence Level Level 1: Strong: SEL Problem Statements/Critical Root Cause: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 1, 2							

Priority Problem Statements

Problem Statement 1: Data from behavior referrals, student surveys, and schoolwide observations indicate that many students are demonstrating challenges with emotional regulation, positive peer relationships, and the use of appropriate coping strategies. A lack of consistent instruction and opportunities to practice these social and emotional skills has contributed to increased behavioral concerns and decreased student connectedness.

Critical Root Cause 1: Students not being taught emotion regulation and coping skills.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: According to the 2025-2026 Spring Map Achievement Report, 50% of K-5th students fall below the 61st percentile in Reading.

Critical Root Cause 2: Student, high chronic absenteeism was consistently over 20% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: According to the 2026 SBAC results, fourth grade students experienced a 3.6% decrease in ELA proficiency compared to their third grade performance. Data analysis indicated that teachers were not consistently implementing rigorous formative and summative assessments aligned to grade level standards, resulting in gaps in monitoring student progress and instructional decision making.

Critical Root Cause 3: New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

Problem Statement 3 Areas: Student Success - Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- I-Ready
- MAP Growth Assessment
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Master schedule
- School department and/or faculty meeting discussions and data
- Teacher evaluation
- Walk-through data
- Other

Connectedness

- Attendance
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, and community members are actively involved in the school improvement plan development through the School Organizational Team (SOT) and Site Based Committee meetings. Feedback is gathered during these meetings, as well as through staff collaboration, family surveys, and community input, and is used to review, refine, and revise the plan throughout the year.

2.2: Regular monitoring and revision

During Act 2 (September-October and January-February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Improvement Plan (SIP) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

The school does not receive Title I funding.

2.6: Address needs of all students, particularly at-risk

Please refer to the budget table in Plan Notes for Title I-funded major initiatives, along with Equity Resource Supports within each Inquiry Area.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Parents are provided with multiple opportunities to be involved through monthly School Organizational Team (SOT) meetings, where they can review school initiatives, provide feedback, and participate in discussions about school improvement efforts. Additional opportunities are offered throughout the year through family events and school activities to accommodate varying schedules and interests.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,451,698.96	Staffing, curriculum, supplies, tutoring	Goals 1, 2, 3
At-Risk Weighted Allocation	\$178,616.50	Staffing	Goals 1, 2, 3
EL Weighted Allocation	\$246,009.62	Staffing, Tutoring	Goals 1, 2, 3
General Carry Forward	\$144,821.30	Staffing, Tutoring, General Supplies	Goals 1, 2, 3
At-Risk Weighted Carry Forward	\$179,995.53	Staffing	Goals 1, 2, 3
Title I	\$0		

School Continuous Improvement Team

Team Role	Name	Position
Support Staff	Cherie Dinkfeld	SHA
Teacher	Tamara Hudson	Student Success Facilitator
Teacher	April Klein	Fourth Grade
Teacher	Kaylea Campbell	KIDS Teacher
Teacher	Jennifer Hrdina	SEIF
Assistant Principal	Melissa Mingo	Assistant Principal
Principal	Bridget Leatherman	Principal