

Clark County School District

May, Ernest J. ES

2025-2026 School Improvement Plan

Classification: 2 Star School



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/

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Inquiry Area 1: Student Success 6

 Adult Learning Culture 8

 Inquiry Area 2: Adult Learning Culture 11

 Connectedness 12

 Inquiry Area 3: Connectedness 14

Priority Problem Statements 16

Comprehensive Needs Assessment Data Documentation 17

Plan Notes 18

School Continuous Improvement Team 19

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the 2024-2025 WIDA Results, 5 students were exited scoring a 4.5 or higher and 34 out of the 37 students tested showed growth from their previous test scores. According to the Spring 2024-2025 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 71, showing in the high-growth 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.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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. 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	<ul style="list-style-type: none"> • School transitions and unstable housing situations • Emotional and behavioral challenges related to trauma 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Higher absenteeism • Increased need for academic intervention • Economic hardship and lack of parental support 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lack of culturally relevant instruction and materials • Implicit bias that may affect teacher expectations 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 2024-2025 Spring Map Achievement Report, 43% of K-5th students fall below the 60th percentile in Reading.

Critical Root Cause: Student, high chronic absenteeism was consistently over 25% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the Achievement Percentile on Map Growth Report of all students K-5 in Reading from 57th in the Spring of 2025 to 64th percentile by Spring 2026 Map Assessment.

Formative Measures: As a whole, students in K-5th grade will have a 7% median achievement growth in Reading proficiency according to the Spring 2025 Map Assessment.

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			
1	All teachers will attend LETRS Training	Administration, Strategists	August 2025-May 2026			
2	Continuing professional learning with HMH and i-Ready	Administration, Strategists, Teachers	August 2025-May 2026			
3	Data driven differentiated small groups	Administration, Strategists, Teachers	August 2025-May 2026			
4	RPDP training on small group instruction and Tier II instruction	Administration, Strategists, Teachers	August 2025-May 2026			
5	ELL tutoring for students below the 12% on Fastbridge	Administration, Strategists, Teachers	August 2025-May 2026			
6	Student goal setting for fall, winter, and spring Map assessments	Administration, Strategists, Teachers	August 2025-May 2026			
7	Instructional Walks and team observations and review of data	Administration, Strategists, Teachers	August 2025-May 2026			
8	PLC meetings to analyze and respond student data and develop rigorous school-wide formative and summative assessments	Administration, Strategists, Teachers	August 2025-May 2026			
9	Instructional Strategists coaching	Administration, Strategists, Teachers	August 2025-May 2026			
Position Responsible: Administration Resources Needed: HMH 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

Adult Learning Culture Areas of Strength

Grade level Lesson Study rounds were completed school-wide by the staff during the 2024-2025 school year were to identify school-wide student trends and to improve school-wide expectations and Tier I planning and instruction.

Adult Learning Culture Areas for Growth

Teachers utilizing more rigorous assessments and questioning strategies that are aligned to the NVAC standards. Teachers need to implement student discourse strategies into their Tier I instruction to create a more interactive and engaging learning environment.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
Foster/Homeless	<ul style="list-style-type: none">• School transitions and unstable housing situations• Emotional and behavioral challenges related to trauma	<ul style="list-style-type: none">• 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.

Student Group	Challenge	Solution
Free and Reduced Lunch	<ul style="list-style-type: none"> • Higher absenteeism • Increased need for academic intervention • Economic hardship and lack of parental support 	<ul style="list-style-type: none"> • 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		
Racial/Ethnic Minorities	<ul style="list-style-type: none"> • Lack of culturally relevant instruction and materials • Implicit bias that may affect teacher expectations 	<ul style="list-style-type: none"> • 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.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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): Teachers not consistently utilizing rigorous formative and summative assessments that are aligned with grade-level standards.

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of our classroom teachers will meet weekly in their PLC meetings to analyze and collaborate on using common formative and summative assessments aligned to the NVACs throughout the 2025-2026 school year. This will be measured by PLC agendas and notes, classroom observations, and assessment results.

Formative Measures: By May 2026, 100% of our teachers will be utilizing aligned and rigorous formative and summative assessments.

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			
1	New weekly agendas	Strategists, Grade Chairs, Administration	August 2025-May 2026			
2	RBG3 Strategist is modeling weekly effective PLCs.	Strategists	August 2025-May 2026			
3	Trainer from RPDP will hold year-long training on PLC	Strategists, Grade Chairs, Administration	August 2025-May 2026			
4	Gradual release will be modeled to empower grade levels to run their own effective PLCs.	Strategists, Administration	August 2025-May 2026			
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: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

Daily morning announcements are shown with mindfulness lessons and weekly character trait messages for students to reflect on and practice. Each month, students who exemplify the featured traits are recognized during a school-wide assembly. Students are recognized monthly for attendance.

Connectedness Areas for Growth

The school continues to face a significant challenge with student attendance, as the overall absenteeism rate consistently exceeds 25%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<ul style="list-style-type: none"> Language barriers affecting communication about attendance policies. 	<ul style="list-style-type: none"> Students are invited to attend clubs, specific 3rd- 5th grade students will be identified to join the SWAG club. Strategist to help 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 will meet with parents to review district/state/school attendance policy and expectations.
Foster/ Homeless	<ul style="list-style-type: none"> Unstable housing and school changes Social-emotional challenges and trauma 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Economic hardship and challenges 	<ul style="list-style-type: none"> 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
Migrant/ Title1-C Eligible		
Racial/ Ethnic Minorities	<ul style="list-style-type: none"> Community-specific challenges impacting consistent attendance 	<ul style="list-style-type: none"> 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.

Student Group	Challenge	Solution
Students with IEPs	<ul style="list-style-type: none"> Frequent medical or therapeutic appointments during school hours Behavioral difficulties 	<ul style="list-style-type: none"> 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 plans. Administration will meet with parents to review district/state/school attendance policy and expectations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are struggling with social and emotional intelligence and need to learn how to understand emotion regulation, and how to use healthy coping skills & having positive relationships.

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

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percent of all students in May who are chronically absent from 25% to 18% by the spring of 2026, as measured and reported on the NSPF.

Formative Measures: By the spring of 2026, the percent of chronically absent students will reduce from 25% to 18% overall.

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			
1	Student Success Facilitator meet with students identified as chronically absent to help increase student attendance.	Administration, Student Success Facilitator, Attendance Committee	August 2025-May 2026			
2	School-wide weekly Character Traits taught and monthly student recognition for those that show specific traits.	Administration, Student Success Facilitator, Attendance Committee	August 2025-May 2026			
3	Monthly Citizenship Assemblies recognizing students for displaying positive character traits	Administration, Student Success Facilitator, Attendance Committee	August 2025-May 2026			
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 2025-May 2026			
5	Attendance Committee will assist with attendance and behavior incentive program.	Administration, Student Success Facilitator, Attendance Committee	August 2025-May 2026			
6	Shared Space room will be used as an incentive for good attendance and behaviors.	Administration, Student Success Facilitator, Attendance Committee	August 2025-May 2026			
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: Connectedness 1						

Priority Problem Statements

Problem Statement 1: Teachers not consistently utilizing rigorous formative and summative assessments that are aligned with grade-level standards.

Critical Root Cause 1: New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Students are struggling with social and emotional intelligence and need to learn how to understand emotion regulation, and how to use healthy coping skills & having positive relationships.

Critical Root Cause 2: Students not being taught emotion regulation and coping skills.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: According to the 2024-2025 Spring Map Achievement Report, 43% of K-5th students fall below the 60th percentile in Reading.

Critical Root Cause 3: Student, high chronic absenteeism was consistently over 25% daily, and students received a lack of consistent differentiated small group instruction that was targeted to fill skill gaps.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - Attendance meetings
 - School Survey
 - Classroom Walk-through Data
 - Observations
 - PLC Data

Adult Learning Culture

- Master schedule
- School department and/or faculty meeting discussions and data
- Teacher evaluation
- Walk-through data
- Other
 - Instructional Walks, PLCs, Attendance Spreadsheet

Connectedness

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

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,445,135.20	Staffing, curriculum, supplies, tutoring	Goals 1, 2, 3
At-Risk Weighted Allocation	\$178,616.50	Staffing	Goals 1, 2, 3
EL Weighted Allocation	\$189,609.16	Staffing	Goals 1, 2, 3
General Carry Forward	\$456,113.41	Not spending	
At-Risk Weighted Carry Forward	\$19,723.62	Supplies and curriculum	Goals 1, 2, 3
EL Weighted Carry Forward	\$20,364.46	Tutoring	Goals 1, 2, 3
Title IA	\$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