

# Clark County School District



## May, Ernest J. ES

**2025-2026  
Status Checks  
with Notes**

# **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.

# Table of Contents

Inquiry Area 1 : Student Success	4
Inquiry Area 2 : Adult Learning Culture	7
Inquiry Area 3 : Connectedness	9

# Inquiry Area 1 Student Success

## SMART Goal 1 Aligns with District Goal

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.

## 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.

## Actions for Implementation

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: Student Success 1

#### Status Checks

Considerable Progress

October

February

June

## SMART Goal 1 Problem Statements Identifying Student Success

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

## Adult Learning Culture

### 2

#### SMART Goal 1 Aligns with District Goal

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.

#### 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

#### Actions for Implementation

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

#### **Status Checks**

Considerable Progress

October

February

June

### **SMART Goal 1 Problem Statements Identifying Adult Learning Culture**

	Problem Statement	Root Cause
1	Teachers not consistently utilizing rigorous formative and summative assessments that are aligned with grade-level standards.	New curriculum that isn't 100% aligned and lack of understanding on how to unwrap and assess standards.

# Inquiry Area

Connectedness

3

## SMART Goal 1 Aligns with District Goal

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.

## 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.

## Actions for Implementation

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:** Connectedness 1

## Status Checks

Considerable Progress

October

February

June

## SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
<b>1</b> 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.	Students not being taught emotion regulation and coping skills.