



Clark County School District
Helen Marie Smith
Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Helen Marie Smith Elementary School 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 Jennifer Wright for more information.

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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	568	.7%	1.9%	49.8%	7.6%	29.2%	1.4%	9.3%	17.8%	16.9%	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	49.79%	65	53.7	61.1%	75	75.8	28.8%	11.3%	49
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	43.6	53	44	65.9	69.5	73.4	34.9	12.2%	40.2
	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	21.5%	55%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**
2021	School	18.3%	29	10.4%	41.5%	49%	49.2%	16.1%	N/A	N/A

*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	419	411	426
District*	379	368	361

*Source: datatool.nevada.schoolclimate.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
Jennifer Wright	Principal(s) (required)
Merrill Young	Other School Leader(s)/Administrator(s) (required)
Nicole Hess	Teacher
Jennifer Willacey	Teacher
Kahli Bruner	Teacher
Michelle Nitta	Teacher
Jessica Garcia	Teacher
Sarah Sunnasy	Teacher
Timothy Skrzydlewski	Teacher
Kate Straub	Teacher
Kelly Halland	Teacher
Dawn Blinder	Counselor



Stacy Mata	Paraprofessional
Karrie Kelley	Support Professional
Tawanda Jones	Parent
Kadie White	Parent
Anastasia Reveal-White	Parent
Brenda Lopez	Parent

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
Governance Meeting	10/19/21	14	Reviewed Event 1 and 2 Information
SOT Meeting	10/20/2021	6	Reviewed Event 1 and 2 Information



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	SBAC Reading and Math scores WIDA scores MAP scores	Attendance data Chronic Absenteeism Behavior data	Observational data
Problem Statement	The data is showing our students are low in SBAC reading, math, and WIDA.		
Critical Root Causes	Distance learning made it difficult to provide differentiation and limited instructional time. More high quality instructional strategies for ELs students need to be included in classroom instruction.		

Part B

Student Success	
<p>School Goal: Increase the percent of proficient students in reading for grades 3-5 from 49% as measured by the 2020-2021 state summative assessment, to 59% as measured by the 2022 state summative assessment.</p> <p>Increase the percent of proficient students in math for grades 3-5 from 18.3% as measured by the 2020-2021 state summative assessment, 19.3% as measured by the 2022 state summative assessment.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3</p>



<p>Increase the percent of English learners achieving AGP toward English Language Proficiency from 40.2%, as measured by the 2018-2019 state summative assessment to 50.2% as measured by the 2022 state summative assessment.</p>	
<p>Improvement Strategy: Provide professional learning to improve Tier I and Tier II instruction.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff through professional development - level 1</i></p>	
<p>Intended Outcomes: <i>Proficiency rates will increase in SBAC reading, SBAC math, and WIDA.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● <i>Provide PL and implement number talks</i>● <i>Provide PL and implement ELL strategies</i>● <i>differentiated instruction,</i>● <i>MAP and WIDA data analysis, and</i>● <i>EL strategies book study</i>	
<p>Resources Needed:</p> <ul style="list-style-type: none">● <i>PL schedule</i>● <i>Number Talks book</i>● <i>ELL strategies book</i>● <i>Read by Grade 3 Strategist</i>● <i>Student Success Advocate</i>	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● <i>Scheduling</i>	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Providing PL on the book study to implement ELL instructional strategies</p> <p>Foster/Homeless: Providing PL to improve Tier I and Tier II instruction, counselor providing additional assistance and support</p>	



Free and Reduced Lunch: Providing PL to improve Tier I and Tier II instruction, counselor providing additional assistance and support

Migrant: N/A

Racial/Ethnic Minorities: Providing PL to improve Tier I and Tier II instruction, counselor providing additional assistance and support

Students with IEPs: Providing PL to improve Tier I and Tier II instruction, counselor providing additional assistance and support

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>Instructional walkthroughs</i>	<i>Pre and post observation conferences One on ones</i>	<i>PLC agendas/minutes Observations</i>
Problem Statement	<i>There is a need to develop classroom walkthroughs to ensure students are being provided tasks aligned to grade level content and utilizing discourse throughout their instruction.</i>		
Critical Root Causes	<i>Important data can be collected to ensure students are being provided tasks well aligned to grade level standards and students are using discourse within classroom lessons.</i>		

Part B

Adult Learning Culture	
School Goal: <i>By the end of the year ensure tasks are aligned to grade level standards and student discourse increases within classroom lessons.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Implement instructional walkthroughs.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Build a committed staff through professional development - level 1; Analyze data in PLCs - level 2</i>	



Intended Outcomes: <i>Increase the opportunities for student discourse and ensure tasks are aligned to grade level standards.</i>
Action Steps: <ul style="list-style-type: none">● <i>Create walkthrough data form</i>● <i>Complete classroom walkthroughs at least monthly</i>
Resources Needed: <ul style="list-style-type: none">● <i>Walkthrough form</i>● <i>Walkthrough data</i>
Challenges to Tackle: <ul style="list-style-type: none">● Scheduling
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: PL will be provided to instructional staff to ensure students are being provided opportunities for discourse within lessons and explaining their thinking during learning tasks.
Foster/Homeless: PL will be provided to instructional staff to ensure students are being provided opportunities for discourse within lessons and explaining their thinking during learning tasks
Free and Reduced Lunch: PL will be provided to instructional staff to ensure students are being provided opportunities for discourse within lessons and explaining their thinking during learning tasks
Migrant: N/A
Racial/Ethnic Minorities: PL will be provided to instructional staff to ensure students are being provided opportunities for discourse within lessons and explaining their thinking during learning tasks
Students with IEPs: PL will be provided to instructional staff to ensure students are being provided opportunities for discourse within lessons and explaining their thinking during learning tasks



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide Survey Panorama Surveys</i>	<i>Districtwide Survey</i>	<i>Districtwide Survey</i>
Problem Statement	<i>There is a need to increase parent and family engagement activities to ensure there is a strong home to school connection.</i>		
Critical Root Causes	<i>The school closure made it more difficult to provide family and parent engagement activities with the school closure.</i>		

Part B

Connectedness	
School Goal: <i>Improve family engagement opportunities.</i>	STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe environment where identities and relationships are valued and celebrated.</i>
Improvement Strategy: <i>Increase the number of family engagement events offered.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Creating a positive school climate and culture - level 3</i>	
Intended Outcomes: <i>Families will be provided more engagement activities to help improve the climate and culture and connection to the school.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Create a list of possible events</i> ● <i>Work with staff to plan logistics</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Supplies</i> 	



- *Any relevant materials for the event*

Challenges to Tackle:

- Safety protocols
- Scheduling
- Logistical planning

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

English Learners: Ensure communication is provided in home languages, communicate through Class Dojo, provide family engagement opportunities that provide families with tools and resources to strengthen the home to school connection.

Foster/Homeless: Provide family engagement opportunities that provide families with tools and resources to strengthen the home to school connection, provide resources to families in need through community and school district partnerships.

Free and Reduced Lunch: Provide family engagement opportunities that provide families with tools and resources to strengthen the home to school connection, provide resources to families in need through community and school district partnerships.

Migrant: N/A

Racial/Ethnic Minorities: Provide family engagement opportunities that provide families with tools and resources to strengthen the home to school connection, provide resources to families in need through community and school district partnerships.

Students with IEPs: Provide family engagement opportunities that provide families with tools and resources to strengthen the home to school connection, provide resources to families in need through community and school district partnerships.

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)
<i>General Funds</i>	\$3,769,566.03	<i>Staffing, instructional materials</i>	Student Success



			Adult Learning Culture Connectedness
<i>At-Risk Weighted Funds</i>	\$76,493	Staffing, tutoring, PL materials	Student Success Adult Learning Culture
<i>EL Weighted Funds</i>	\$121,996	Staffing	Student Success
<i>Title I</i>	\$175,130.00	Staffing, instructional materials, AR, technology, parent engagement supplies	Student Success Adult Learning Culture Connectedness
<i>Title III - EL funds</i>	\$5,280	Imagine learning software, instructional rounds, professional learning	Student Success Adult Learning Culture