



Clark County School District
Bonner Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Bonner 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 Erin McCarty 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	832	0.1%	11.8%	20.6%	7.9%	48.1%	1.3%	10.2%	8.7%	12.4%	22.8%
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	73.64%	46	57.2%	77.95%	56	73.86%	40.1%	17%	57.14%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	70.9%	54.5	61.3%	76.1%	48	70.9%	49.6%	35.6%	68.4%
	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	35.6%	68.4%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*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	398	397	411
District*	379	368	361

*Source: datatool.nevadaschoolclimate.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
Erin McCarty	Principal(s) (required)
Michele Keener, Assistant Principal	Other School Leader(s)/Administrator(s) (required)
Jasmin Churchill, Derek Weeks, Jessica Natterer, Kate Petersen	Teacher(s) (required)
Rachael Howerton	Paraprofessional(s) (required)
Annie Ostler, Stephanie Heppler, Christine Girardin, Claire Katz, Stephanie Lachman	Parent(s) (required)

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
SOT Meeting	9-27-21	8	Survey results
SOT Meeting	10-11-21		Goal setting



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 Data	Districtwide survey	Classroom observations
Problem Statement	Our math proficiency rate on the summative assessment dropped 20 percentage points during the 2020-2021 school year.		
Critical Root Causes	Some of our students did not access the direct instruction provided by our staff while online. Additionally, we did not implement a vertically-aligned K-5 math curriculum. As a result, learning gaps widened.		

Part B

Student Success	
School Goal: By the next administration of the SBAC math exam, we will increase our overall math proficiency by 15%.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: We have hired a math strategist to assist our teachers with the new math curriculum provided by CCSD, as well as to help teachers with planning for their small groups, and to provide direct support to students in small groups. We will also provide after school tutoring targeted to students who are not projected to be proficient on the SBAC based on the MAP Projected Proficiency report.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVisionMathematics Common Core 2020 EBI 3	
Intended Outcomes: Students will receive vertically-aligned, standards-based Tier I instruction and will also receive support at their instructional level in targeted data-informed small groups.	

**Action Steps:**

- *Continue providing long range planning and lesson planning support via PLCs*
- *Provide additional paid time outside of the contract to extend purposeful planning*
- *Continue providing targeted support at students' instructional level via small groups and intervention groups*
- *Identify staff to provide after school tutoring*
- *Identify students who would best benefit from tutoring support*
- *Develop materials and lesson plans needed to use in the tutoring sessions*

Resources Needed:

- *Funding for preparation and tutoring*
- *Funding for after school PLCs*

Challenges to Tackle:

- *Ensuring we have enough staff to provide targeted support*
- *Ensuring parents can transport students to tutoring*

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

English Learners: Students will be provided language-rich scaffolded support in Tier I instruction as well as in small groups.

Foster/Homeless: These students will be provided additional supports via Counselor

Free and Reduced Lunch: These students will be provided additional supports via Counselor

Racial/Ethnic Minorities: We will ensure these students are represented in our student tutoring groups

Students with IEPs: We will ensure these students are represented in our student tutoring groups



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC scores	N/A	Collaboration structure/schedule
Problem Statement	Our teachers need additional support to provide targeted Tier II and III supports for students in math.		
Critical Root Causes	Students have a wide array of levels of mastery. Teachers must provide skill gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards.		

Part B

Adult Learning Culture	
<p>School Goal: By the end of the calendar year, teachers will have been provided the opportunity to engage in additional planning time and receive support from our math learning strategist to create effective small group instruction.</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: We will provide licensed staff the opportunity to engage in collaboration outside of contract time so they may refine their planning.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC - EBI 1</p>	
<p>Intended Outcomes: Teachers will provide purposeful Tier I instruction as well as small group intervention lessons</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Determine which teachers are interested/available in participating in additional planning time • Determine which dates they want to engage in planning • Provide appropriate meeting structures, including agendas, minutes, expected outcomes and resources needed 	



Resources Needed:

- *Funding for extra duty pay*
- *Materials teachers may need for planning*

Challenges to Tackle:

- *Providing support for those grade levels that do not have the interest/availability to engage in extra duty planning*

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

English Learners: Planning will include language-rich scaffolded support in Tier I instruction as well as in small groups.

Foster/Homeless: Support for these students will be included during planning time

Free and Reduced Lunch: Support for these students will be included during planning time

Racial/Ethnic Minorities: Support for these students will be included during planning time

Students with IEPs: Support for these students will be included during planning time



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Districtwide survey Panorama survey</i>	<i>Districtwide survey</i>	<i>Districtwide survey</i>
Problem Statement	<i>Student response on the Districtwide survey to the question “Knowing ways I calm myself down” has fallen from 81.33% in 2019 to 76.66% in 2020 to 65.75% in 2021.</i>		
Critical Root Causes	<i>Students are experiencing anxiety due to the uncertainty of the pandemic and the instability of the school year. They have lost coping skills.</i>		

Part B

Connectedness	
School Goal: <i>Student responses to the question “Knowing ways to calm me down” will increase to 77% on the 2022 district wide survey.</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>Students will be provided coping strategies that will help them manage their anxiety and calm themselves down through classroom lessons and individual/group counseling.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Sanford Harmony EBI 4</i>	
Intended Outcomes: <i>Students will receive monthly lessons to help them develop coping strategies to calm themselves down as measured by counselor lesson plans.</i>	
Action Steps: <ul style="list-style-type: none"> <i>Work with counselor to develop classroom lessons on coping skills</i> <i>Use Panorama data, observational data and teacher referrals to identify students who require additional support in small groups/individually</i> 	



- *Provide additional support to identified students*
- *Provide parenting sessions/brochure to support parents*

Resources Needed:

- *Coping skills lessons*
- *Time to pull small groups/individual students*
- *Parent resources*

Challenges to Tackle:

- *Identifying students who may not demonstrate they need additional support but are struggling*

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

English Learners: All students will receive these supports

Foster/Homeless: All students will receive these supports

Free and Reduced Lunch: All students will receive these supports

Racial/Ethnic Minorities: All students will receive these supports

Students with IEPs: All students will receive these supports

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)
Strategic Budget	\$4,632,030.77	Staffing, extra duty pay and supplies	1, 2 and 3
Title III	\$4,488.00	Tutoring	1