



Clark County School District
Roger Bryan ES
2021-2022 School Performance Plan:
A Roadmap to Success

Roger Bryan ES 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 Laurence Derasmo 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	557	2	71	183	146	102	14	0	69	112	%
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										
		Math			ELA			Science	ELPA	
Academic Year	School/ District	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	45.1%	45.5%	33.0%	47.8%	50.0%	50.0%	30.1%	16.7%	47.13%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	47.4%	56.5%	48.5%	49.6%	58.5%	60.4%	27.6%	15.7%	59.3%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	23%	53.5	25%	36.1%	61	44%	15.5%	13.4%	51%
	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	395	394	397
District*	379	368	361

*Source: datatool.nevada school climate.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
Laurence Derasmo [Bryan, Roger ES]	Principal
Kelley Ross [Bryan, Roger ES]	Other School Leader(s)/Administrator(s)
Nikole Calix, Ceila Carlos, Angela Weigel, Jen Terrana	Teachers
Roxy Szpryka	Paraprofessionals
Bridgette Contreras [Bryan, Roger ES]	Parents
Gina Thornton [Bryan, Roger ES]	Specialized Instructional Support Personnel



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	August 30, 2021	9	Survey Results
SOT meeting	September 27, 2021	9	Presentation of Plan



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	2020/2021 SBAC Math Data	CCSD Life Actions Data	Instructional Rounds 2020/2021
Problem Statement	Overall math proficiency went from 47.5% in 2018/2019 to 23.1% in 2020/2021 on the SBAC. Overall proficiency rate for the Hispanic subgroup went from 40% in 2018/2019 to 9.5% in 2020/2021 on the SBAC.		
Critical Root Causes	Based on current data collected by grade levels, students appeared to lack number sense. In addition, there seemed to be a lack of vertical alignment between grade levels resulting in inconsistencies within the grade level as well as the school as a whole. The lack of common math vocabulary throughout the school also was identified as a root cause. Inconsistent rigorous instruction between the classrooms at all grade levels, which includes assessments not aligned to the rigor of the Nevada Academic Content Standards.		

Part B

Student Success	
School Goal: Increase the overall proficiency rate in math from 23.1% to 47% and increase the proficiency for the Hispanic subgroup from 9.5% to 40% on the 2021/2022 state summative assessments.	Aligned to Nevada's STIP Goal: Goal 3 - all students experience continued academic growth.
Improvement Strategy: Professional Development for new math Envisions.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): enVision Math 2020 - level 3	



Intended Outcomes: <i>To improve overall tier 1 math instruction and have teachers develop consistency in instructional strategies, assessments, and long term planning.</i>
Action Steps: <ul style="list-style-type: none">• <i>Teachers will be provided consistent methods of teaching math using strategies during professional learning days focusing on instructional strategies including rigor and common assessments.</i>• <i>Continue providing long range planning and lesson planning support via PLCs</i>• <i>Provide additional paid time outside of the contract to extend purposeful planning</i>• <i>Continue providing targeted support at students' instructional level via small groups and intervention groups</i>• <i>Provide PD for Envisions</i>
Resources Needed: <ul style="list-style-type: none">• <i>Math manipulatives (Envisions 2.0 - District-funded) RPDP training (Kathy Dees), Math Strategist (Title I - Angela Weigel), Class size reduction teachers for 4th grade, 2nd grade, and 5th grade. (Title I).</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Teacher acceptance of the new program.</i>
Improvement Strategy: <i>To improve our tier 2 instruction with the help of a math strategist and 4 certified temporary tutors.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3
Intended Outcomes: <i>To increase overall student achievement in math.</i>
Action Steps: <ul style="list-style-type: none">• <i>The purchase of a learning strategist, focusing on math, will allow for consistent tier 2 monitoring including a licensed teacher to work with our 4 CTTs to ensure that interventions are aligned and rigorous for our non-proficient students. They will provide support during the instructional day and be funded through At-Risk Funds and ELL Funds. In addition, the learning strategist will provide modeled lessons, coaching sessions, and PL to support teachers.</i>• <i>Identify students who would best benefit from CTT support</i>• <i>Develop materials and lesson plans needed to use in the CTT sessions</i>
Resources Needed: <ul style="list-style-type: none">• <i>Certified Temporary Tutors and Learning Strategists will be paid for through At-Risk Funds and ELL Funds. Most intervention materials are already in place. The purchase of an online intervention program will be paid for through At-Risk Funds and ELL Funds. Additional materials will be paid for through the school General funds.</i>



- *Bi-weekly progress monitoring (EasyCBM) will be used to verify progress as well as common formative and summative assessments, post-assessments, and MAP data.*

Challenges to Tackle:

- *Time and resources in place*

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: We will ensure these students are represented in our student CTT groups.

Free and Reduced Lunch: We will ensure these students are represented in our student CTT groups.

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

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



Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>PLC's</i>	<i>District Wide Survey Results 2020/2021</i>	<i>Instructional Rounds/Coaching</i>
Problem Statement	<i>Teachers lacked the opportunity to implement math strategies and methods to effectively meet the rigor of the Nevada Academic Content Standards.</i>		
Critical Root Causes	<i>Insufficient opportunities for professional development and lack of how to develop rigorous assessments that align to the NVAC's.</i>		

Part B

Adult Learning Culture	
School Goal: <i>Provide more professional development in consistent methods of teaching math using proven effective strategies focusing on rigor and common assessments.</i>	STIP Connection: <i>Goal 3 - all students experience continued academic growth.</i>
Improvement Strategy: <i>Improve the PLC process and focus on unwrapping standards and planning.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
Intended Outcomes: <i>Improved teacher content knowledge of the NVACs and how to align them to rigorous tasks. Also improve feedback and reflection from students.</i>	
Action Steps: <ul style="list-style-type: none"> <i>Teachers will be provided consistent methods of teaching math using strategies during professional learning days focusing on instructional strategies including rigor and common assessments.</i> 	

**Resources Needed:**

- *Math manipulatives (Envisions 2.0 - District-funded) RPDP training (Kathy Dees), Math Strategist (Title I - Angela Weigel), Class size reduction teachers for 4th grade, 2nd grade, and 5th grade. (Title I).*

Challenges to Tackle:

- *Student achievement gaps across all classrooms.*

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: Teachers will participate in grade level PLCS to help use data to drive instruction.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Survey</i>	<i>Staff Survey</i>	<i>District Wide Survey/Parent Survey</i>
Problem Statement	<i>Only 80% to 90% of parents reported that they knew what goes on in their child's school on the district wide survey.</i>		
Critical Root Causes	<i>Lack of resources for parents to utilize to keep up to date with the events at school.</i>		



Part B

Connectedness	
School Goal: <i>To utilize a variety of communication tools and resources such as ClassDojo, school web page, Facebook, and Parent Link to keep all stakeholders in the know of school events and communications. To increase parent connectedness from 80% to 100%.</i>	STIP Connection: <i>Goal 2 - engage in effective communication.</i>
Improvement Strategy: <i>Increase the use of our social media, Facebook page, Class Dojo, and school web page.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>To make a stronger connection between home and classroom.</i>	
Action Steps: <ul style="list-style-type: none"> • <i>Every teacher is directed to set up a ClassDojo account. Administration is to update the school web page and Facebook weekly. Parent Link communication weekly.</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>Accounts for ClassDojo, Facebook, and school web page. Access to Parent Link through district.</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Parent readiness and engagement.</i> 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: Ensure that all communication is both in English and Spanish.</p> <p>Foster/Homeless: Ensure that students have access to hotspots or discounted internet.</p> <p>Free and Reduced Lunch: Ensure that students have access to hotspots or discounted internet and provide paper or hard copy materials in case of lack of technology.</p> <p>Migrant: Ensure a safe space for parents and teachers to communicate.</p> <p>Racial/Ethnic Minorities: Ensure teachers are culturally responsive through PD.</p>	



Students with IEPs: Ensure equal access to all school programs, communication, and events through a variety of methods.

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)
Title 1	\$216,000	3 CSR Teachers	To reduce class sizes in 2, 4, and 5.
ELL	\$162,000	4 Certified Temporary Tutors and 1 CSR Teacher	To work with teachers to help develop and implement small group tier 2 instruction for recovery and acceleration. Also, a CSR teacher to reduce class size.
At-risk	\$86,000	1 math strategist	To support all teachers in all areas of math instruction and assessment development aligned to the NVACs.
General Fund	\$3,000	School website, Class Dojo, Facebook page, and ParentLink	To engage our community and reach our connectedness goal of 100%.