

Clark County School District

Long, Walter V. ES

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI, MRI, AB219



Mission Statement

Increase abilities for all.

Vision

We will improve student academic achievement by increasing student engagement and teacher capacity through quality learning experiences for all students and teachers.

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/walter.v.long.elementary.school/nspf/>

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

From Spring 2023-2024 SY to Spring 2024-2025 SY, 1st and 2nd grade met projected growth on MAP ELA, and 1st grade met projected growth on MAP Math.

Student Success Areas for Growth

In the 2022-2023 SY, 55% of 3rd graders were non-proficient in ELA on the SBAC. In the 2023-2024 SY, those students were now in 4th grade, and 71.3% of them were non-proficient in ELA on the SBAC. In the 2024-2025 SY, those students were now in 5th grade, and 76.3% of them were non-proficient in ELA on the SBAC.

In the 2022-2023 SY, 67.3% of 3rd graders were non-proficient in Math on the SBAC. In the 2023-2024 SY, those students were now in 4th grade, 70.9% of them were non-proficient in Math on the SBAC. In the 2024-2025 SY, those students were now in 5th grade, and 82.8% of them were non-proficient in Math on the SBAC.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	<p>Student Success Root Causes: As evidenced by the SBAC and WIDA data, the problem is that ELs are performing in the bottom 30th percentile [in the state/in the district]. A root cause of the low performance of ELs in language proficiency and content achievement is that Tier 1 instruction does not consistently meet ELL students' language acquisition needs. Students need ample opportunities to engage in oral discourse daily.</p> <p>There is a 12% achievement gap between LEP and non-LEP students in math and reading according to fall Map Growth data.</p>	<p>Reading Skills Center</p> <p>School-wide implementation of phonics and phonemic awareness instruction during Tier I instruction</p> <p>Implement a Reading Skills Center for English learners to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.</p> <p>Implement Tier I phonics and phonemic awareness instruction for English Learners to connect language acquisition with literacy through daily instruction in phonics and phonemic awareness.</p>
Foster/Homeless	<p>Our economically disadvantaged students scored 21.1% math proficiency, 27.8% ELA proficiency, 5.2% science proficiency, 22.9% Read by Grade 3 proficiency, 30% Median Growth Proficiency in Math, 13.2 % Adequate Growth Proficiency in Math, and 7.5% Meeting Adequate Growth Proficiency. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.</p>	<p>Students will have opportunities to practice and deepen their understanding at school (homework not graded). Wrap-around services will provide assistance with shoes, clothing, and other basic needs, allowing students to focus on their education at school.</p>

Student Group	Challenge	Solution
Free and Reduced Lunch	Our economically disadvantaged students scored 21.1% math proficiency, 27.8% ELA proficiency, 5.2% science proficiency, 22.9% Read by Grade 3 proficiency, 30% Median Growth Proficiency in Math, 13.2 % Adequate Growth Proficiency in Math, and 7.5% Meeting Adequate Growth Proficiency. There is currently no identifiable achievement gap between FRL and not FRL students.	Students will have opportunities to engage in instruction and learning that is tailored to their individual learning styles. Students will have opportunities for RTI implementation as needed, and wrap-around services to assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)
Migrant/Title1-C Eligible	N/A	none
Racial/Ethnic Minorities	In math, African American students scored 8.4 % points below white. In ELA, African American students scored 34.6% points below white and Latino scored 17.7% points below white.	Teachers will be using an asset-focused mindset, ensuring students are used as resources for learning. (Rocket Math and Partner Practice in Tier 1 Instruction with specific structures to ensure participation from all students)

Student Group	Challenge	Solution
<p>Students with IEPs</p>	<p>In math, SPED students scored 4.4 points below white students. In ELA, SPED students scored about 32.1% points below white students.</p>	<p>Reading</p> <p>Reading instructional methods taught in the LETRS training will be implemented by special education staff. Students will be tested to determine which type of reading deficit is present for an individualized plan. All core components of reading will be addressed, including phonemic awareness, alphabetic knowledge, decoding, fluency, vocabulary, and comprehension, using the teaching methods presented in the LETRS training program.</p> <p>Writing</p> <p>Students will begin working at the sentence level and then move on to writing more complex sentences, combining sentences, and organizing sentences. Additionally, segmenting strategies connecting to phonics lessons will be used to improve spelling skills.</p> <p>Math</p> <p>Students receiving special education services often experience difficulties in retaining math skills over extended periods. Prior skills will be reviewed at least bimonthly to support retention. Students will be taught using a concrete-representational-abstract model to assist with student understanding of math concepts.</p>

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students are not engaged in their reading and math lessons.

Critical Root Cause: Teachers are teaching purposefully planned lessons in reading and math but they are not analyzing formative and summative assessments to see what scaffolds

and supports students need to be more successful.

Problem Statement 2 (Prioritized): AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups.

Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of engagement in Tier 1 instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students scoring at or above the 40th percentile in reading from 46% in Spring 2025 to 56% in Spring 2026, as measured by MAP Growth Assessments.

Aligns with District Goal

Formative Measures: Increase the percentage of all students scoring at or above the 40th percentile in reading from 46% in Spring 2025 to 51% in Winter 2026, as measured by MAP Growth Assessments.

Improvement Strategy 1 Details					Reviews																		
Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports.					Status Check		EOY Reflection																
					Oct	Feb	June																
					<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>The head activator will facilitate weekly activator meetings to enable activators to collaborate with peers on effective PLC procedures, review calendars, and communicate with grade levels.</td> <td>Principal</td> <td>September 3, 2025, September 10, 2025, September 17, 2025, September 24, 2025</td> <td></td> </tr> <tr> <td>2</td> <td>Teachers will analyze data monthly to create small group instruction</td> <td>Activators, classroom teachers, instructional strategists, and administration</td> <td>September 2, 2025, September 4, 2025, September 9, 2025, September 11, 2025, September 23, 2025, September 25, 2025, September 30, 2025</td> <td></td> </tr> <tr> <td>3</td> <td>The leadership team will schedule instructional walks to observe PLC-planned lessons</td> <td>Administration and instructional strategists</td> <td>Throughout the month of September</td> <td></td> </tr> </tbody> </table> <p>Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers</p> <p>Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	The head activator will facilitate weekly activator meetings to enable activators to collaborate with peers on effective PLC procedures, review calendars, and communicate with grade levels.	Principal	September 3, 2025, September 10, 2025, September 17, 2025, September 24, 2025		2	Teachers will analyze data monthly to create small group instruction	Activators, classroom teachers, instructional strategists, and administration	September 2, 2025, September 4, 2025, September 9, 2025, September 11, 2025, September 23, 2025, September 25, 2025, September 30, 2025		3	The leadership team will schedule instructional walks to observe PLC-planned lessons	Administration and instructional strategists
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
1	The head activator will facilitate weekly activator meetings to enable activators to collaborate with peers on effective PLC procedures, review calendars, and communicate with grade levels.	Principal	September 3, 2025, September 10, 2025, September 17, 2025, September 24, 2025																				
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3	The leadership team will schedule instructional walks to observe PLC-planned lessons	Administration and instructional strategists	Throughout the month of September																				

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.					Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	Oct	Feb	June
1	Delivering 95 Phonics lessons utilizing the instructional dialog, choral responses, utilizing manipulatives, and pacing guides.	Classroom Teachers	September 2, 2025		In progress	In progress	
Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group, Administration Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager Additional Resources: 95 Percent Group (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core Phonics Problem Statements/Critical Root Cause: Student Success 1							
Improvement Strategy 3 Details					Reviews		
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction.					Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	Oct	Feb	June
1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2, 2025		In progress	In progress	
Position Responsible: Kristen Boesch, Learning Strategist, Alyssa Mitchel, HMH, Administration Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses Additional Resources: HMH Curriculum (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Student Success 1							

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 31.2% in 2025 to 24.5% percentage points by 2026, as measured by state summative assessments.

Decrease student proficiency gap in Mathematics between the English Learners and English Proficient students from 13.2% in 2025 to 8.2% percentage points by 2026, as measured by state summative assessments., as measured by state summative assessments.

Increase the percentage of short term EL students proficient from 4% in 2025 to 14% by 2026, as measured by WIDA.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details					Reviews																		
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.					Status Check		EOY Reflection																
					Oct	Feb	June																
					<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).</td> <td>School leadership team, learning strategist, teachers</td> <td>December 2025</td> <td></td> </tr> <tr> <td>2</td> <td>Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.</td> <td>School leadership team, learning strategist, teachers, and EL School Support Coordinator.</td> <td>Two times during the 2025-2026 school year, in September and January.</td> <td></td> </tr> <tr> <td>3</td> <td>Provide professional learning for staff on scaffolds and supports for EL students and set timelines or goals/rubrics for fading those scaffolds.</td> <td>School leadership team, learning strategist, teachers, and EL School Support Coordinator.</td> <td>Ongoing during the 2025-2026 school year</td> <td></td> </tr> </tbody> </table> <p>Position Responsible: School Leadership Team , learning strategist, teachers Resources Needed: ULD professional learning series Tier I Monitoring Tool</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 3: Promising: HMH English Level 4: Demonstrate Rationale: Summit K-12</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	December 2025		2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Two times during the 2025-2026 school year, in September and January.		3	Provide professional learning for staff on scaffolds and supports for EL students and set timelines or goals/rubrics for fading those scaffolds.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																			
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	December 2025																				
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3	Provide professional learning for staff on scaffolds and supports for EL students and set timelines or goals/rubrics for fading those scaffolds.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2025-2026 school year																				

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL))					Status Check		EOY Reflection
					Oct	Feb	June
					Action #	Actions for Implementation	Person(s) Responsible
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2025-2026 school year				
2	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2025-2026 school year.				
3	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS .	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.				
4	Provide professional learning for staff on scaffolds and supports for particular EL groups (newcomers, STEL, and students at risk for becoming LTEL)	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2025-2026 school year				
Position Responsible: School leadership team, learning strategist, teachers and EL School Support Coordinator Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12 FLS Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: West Ed QTEL Newcomer Curriculum (FLS) Problem Statements/Critical Root Cause: Student Success 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

Only 8% of students observed were "not engaged" while receiving reading instruction with evidence-based, scientifically researched Tier 1 instructional materials as measured by the Tier 1 Monitoring Tool (Focal Point).

Adult Learning Culture Areas for Growth

36% of students observed were "engaged in the work, but the teacher is primarily doing the thinking and processes for the students," while receiving reading instruction with evidence-based, scientifically researched Tier 1 instructional materials as measured by the Tier 1 Monitoring Tool (Focal Point).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>Adult Learning Culture Root Causes: As evidenced by observation data, the problem is a lack of consistent implementation of high-quality phonics and phonemic awareness instruction for ELs during tier I instruction. A root cause of the low performance of ELs in language proficiency and content achievement is a lack of teacher knowledge related to effective phonics and phonemic awareness instruction for ELs. Students need consistent phonics and phonemic awareness instruction, embedding the four language domains.</p>	<p>Providing differentiated professional learning in collaboration with program implementation managers</p> <p>Providing peer observation, coaching, and feedback opportunities</p> <p>Implement differentiated professional learning opportunities for staff in years 1, 2, and 3 of program implementation in conjunction with ongoing observations and feedback from peers and the leadership team.</p> <p>Provide classroom teachers with ongoing, differentiated professional learning and coaching on phonics and phonemic awareness instruction for ELs. Ensure all teachers are familiar with the components of the Tier I Monitoring Tool.</p> <p>Increase the number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle from 15 meetings in 23/24 SY to 30 meetings in 24/25 SY as measured by PLC Plus Monitoring Tools.</p>

Student Group	Challenge	Solution
Foster/Homeless	Our economically disadvantaged students scored 21.1% in math proficiency, 27.8% in ELA proficiency, 5.2% science proficiency, 22.9% Read by Grade 3 proficiency, 30% Median Growth Proficiency in Math, 13.2 % Adequate Growth Proficiency in Math, and 7.5% Meeting Adequate Growth Proficiency. 28% of our economically disadvantaged students were chronically absent.	Teachers will provide students with opportunities to practice and deepen understanding at school (homework not graded). Teachers will be provided with social-emotional training better to understand the needs of our foster and homeless students. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter’s Closet, Three Square, in-school dental services, Hazel, and Communities in Schools Support) (MRI #5)
Free and Reduced Lunch	Our economically disadvantaged students scored 21.1% in math proficiency, 27.8% in ELA proficiency, 5.2% in science proficiency, 22.9% in Read by Grade 3 proficiency, 30% in Median Growth Proficiency in Math, 13.2 % in Adequate Growth Proficiency in Math, and 7.5% in Meeting Adequate Growth Proficiency. 28% of our economically disadvantaged students were chronically absent.	Teachers will have opportunities to engage in professional learning that focuses on how students learn best. Students will have opportunities for RTI implementation as needed, and students will have wrap-around services to assist with shoes, clothing, food, and other basic needs so students can focus on education at school (Walter’s Closet, Three Square, in-school dental services, Hazel, and Communities in Schools support). (MRI #5)
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	In math, African American students scored 8.4% below white students. In ELA, African American students scored 34.6% points below white students, and Latinos scored 17.7% points below white students.	Teachers will have professional learning sessions that focus on how to incorporate learning structures that include partnerships to capitalize on an asset-focused mindset and ensure that students are used as resources as and for learning (Rocket Math and Partner Practice in Tier 1 instruction).
Students with IEPs	In math, SPED students scored 4.4 points below white students. In ELA, SPED students scored approximately 32.1% of a point below white students.	Teachers will have professional learning on differentiated support for diverse populations including students with academic or behavioral IEPs. Students will get exposure to deep and active learning (Rocket Math and partner practice in Tier 1 Instruction). Students will be in the least restrictive environment to ensure they receive grade-level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not teaching engaging lessons in reading and math.

Critical Root Cause: Teachers are teaching purposefully planned lessons in reading and math, but they are not engaging students in the lessons. Students are compliant but not engaged in the work.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence that all students are receiving engaging reading instruction with evidence-based, scientifically researched Tier I instructional materials from 36% in Spring 2025 to 46% in Spring 2026, as measured by the Tier I Monitoring Tool (Focal Point).

Aligns with District Goal

Formative Measures: Increase the percentage of classroom observations that show evidence that all students are receiving engaging reading instruction with evidence-based,

scientifically researched Tier I instructional materials from 36% in Spring 2025 to 41% in Winter 2025, as measured by the Tier I Monitoring Tool (Focal Point).

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Teachers will utilize the instructional materials to plan and deliver rigorous, standards-based instruction that incorporates scaffolds and supports.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	In progress	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	The head activator will facilitate weekly activator meetings to enable activators to collaborate with peers on effective PLC procedures, review calendars, and communicate with grade levels.	Principal	September 3, 2025, September 10, 2025, September 17, 2025, September 24, 2025				
2	Teachers will plan engaging lessons utilizing the HMH and enVisions curriculum.	Activators, classroom teachers, instructional strategists, and administration	September 2, 2025, September 4, 2025, September 9, 2025, September 11, 2025, September 23, 2025, September 25, 2025, September 30, 2025				
3	The leadership team will schedule instructional walks to observe PLC-planned lessons	Administration and instructional strategists	Throughout the month of September				
Position Responsible: Administration, Learning Strategists, Activators, Classroom Teachers Resources Needed: PLC Agendas, Activator meeting agendas, master calendar, PLC Observation Tool, Tier 1 Monitoring Tool, Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Four Domains for Rapid School Improvement Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	In progress	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Delivering 95 Phonics lessons utilizing the instructional dialog, choral responses, utilizing manipulatives, and pacing guides.	Classroom Teachers	September 2, 2025				
Position Responsible: Janine Jauregui, Learning Strategist, Meagan Patterson, 95 Percent Group Implementation Manager, Administration Resources Needed: Title I 1003(a) funds will provide: 95 Percent Group Implementation Manager Additional Resources: 95 Percent Group (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Core Phonics Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Improvement Strategy 3 Details					Reviews		
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	In progress	In progress	
1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2, 2025				
Position Responsible: Kristen Boesch, Learning Strategist, Alyssa Mitchel, HMH Implementation Manager, Administration Resources Needed: Title I 1003(a) funds will provide: HMH Consultant Coaching Licenses Additional Resources: HMH Curriculum (funded centrally) Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

In the 2023-2024 SY, one parent completed the district's parent survey; in the 2024-2025 SY, 15 parents completed the district's parent survey.

Connectedness Areas for Growth

86.7% of parents who responded to the district's parent survey (15 total parents) stated that "My child's school sees me as a partner in my child's education".

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>As evidenced by the lack of completion of the district survey, parents don't feel their voice can/will be heard at school. We need to increase the amount of positive contacts with parents so they know that they can reach out to the school and their student's teachers to make their voice heard.</p>	<p>Utilize classroom teachers, specialists, FACES, school social worker, counselor, in-house suspension aide/campus security monitor, and Communities in Schools coordinator, as well as administration, office staff, learning strategists, and instructional assistants to increase positive contacts with parents and guardians.</p> <p>All staff will take the first five minutes of every meeting to contact families for a positive reason.</p> <p>Providing professional learning for classroom teachers to recognize students for positive reasons and reach out to families to share, as well as what resources are available on campus to support them with speaking to parents in Spanish.</p> <p>Reduce the percentage of English Learners chronically absent from 19.8% in 2024 to 14.8% in 2025 as reported by the NSPF.</p> <p>Implement an attendance team to monitor students who are chronically absent. Wraparound Team is located on-site to focus on attendance. (MRI #2)</p>
<p>Foster/Homeless</p>	<p>28% of our economically disadvantaged students were chronically absent. We need to open up the line of communication between parents and the school so they can ask for resources when they need them.</p>	<p>Teachers will be in communication with parents for positive reasons and will make them feel comfortable asking for help when it is needed. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)</p>

Student Group	Challenge	Solution
Free and Reduced Lunch	28% of our economically disadvantaged students were chronically absent. We need to open up the line of communication between parents and the school so they can ask for resources when they need them.	Teachers will be in communication with parents for positive reasons and will make them feel comfortable asking for help when it is needed. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)
Migrant/Title1-C Eligible	N/A	n/a
Racial/Ethnic Minorities	Parents come to school with their school-related trauma and history. By opening up the lines of communication with families before there is a problem, we can work together to improve school/family communication.	Teachers will be in communication with parents for positive reasons and will make them feel comfortable asking for help when it is needed. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)
Students with IEPs	Students with IEPs are connected with annually during their child's IEP meeting, as well as 4x per year with quarterly progress reports. For many of our parents, these are not meaningful exchanges as they don't give them the information they are truly looking for, nor do they allow the parents to respond or ask for resources they need.	Teachers will be in communication with parents for positive reasons and will make them feel comfortable asking for help when it is needed. Wrap-around services will assist with shoes, clothing, and other basic needs so students can focus on education at school (Walter's Closet, Three Square, in-school dental and vision services, Hazel in-school therapy sessions)

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our students often miss school because of a lack of resources. Parents do not feel comfortable reaching out to the school for help because their only communication with the school is when something is wrong.

Critical Root Cause: Students have social, emotional, and medical health traumas and diagnosed or not yet diagnosed social, emotional, and mental health conditions. Adults need to assist students and families in accessing resources by making frequent, positive connections with them.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rate for Black/African American students from 17.5% to 7.5% during the 2025-2026 school year, as measured by school-wide behavioral data.

Aligns with District Goal

Formative Measures: Reduce the suspension rate for Black/African American students from 17.5% to 12.5% by December 2025, as measured by school-wide behavioral data.

Improvement Strategy 1 Details					Reviews																												
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.					Status Check		EOY Reflection																										
					Oct	Feb	June																										
					<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Administer TFI 3.0 to obtain baseline data.</td> <td>Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,</td> <td>April 28, 2025</td> <td></td> </tr> <tr> <td>2</td> <td>Based on the results of the TFI, prioritize one to three items for implementation focus.</td> <td>Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,</td> <td>August 8, 2025</td> <td></td> </tr> <tr> <td>3</td> <td>Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.</td> <td>Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,</td> <td>December 9, 2025</td> <td></td> </tr> <tr> <td>4</td> <td>Continue to work on strengthening Tier I PBIS implementation.</td> <td>Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,</td> <td>Daily through Spring Semester</td> <td></td> </tr> <tr> <td>5</td> <td>Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.</td> <td>Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,</td> <td>May 2026</td> <td></td> </tr> </tbody> </table> <p>Position Responsible: Amanda Alcalá, Assistant Principal Resources Needed: Time to share baseline data with teachers and explain the three focus areas Schoolwide and Targeted Assistance Title I Elements: 2.6 Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Administer TFI 3.0 to obtain baseline data.	Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	April 28, 2025		2	Based on the results of the TFI, prioritize one to three items for implementation focus.	Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	August 8, 2025		3	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	December 9, 2025		4	Continue to work on strengthening Tier I PBIS implementation.	Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	Daily through Spring Semester		5	Administer the TFI 3.0, focused on the prioritized implementation items, to monitor progress.	Behavior Team: Amanda Alcalá, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,
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Priority Problem Statements

Problem Statement 1: Our students often miss school because of a lack of resources. Parents do not feel comfortable reaching out to the school for help because their only communication with the school is when something is wrong.

Critical Root Cause 1: Students have social, emotional, and medical health traumas and diagnosed or not yet diagnosed social, emotional, and mental health conditions. Adults need to assist students and families in accessing resources by making frequent, positive connections with them.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Students are not engaged in their reading and math lessons.

Critical Root Cause 2: Teachers are teaching purposefully planned lessons in reading and math but they are not analyzing formative and summative assessments to see what scaffolds and supports students need to be more successful.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Teachers are not teaching engaging lessons in reading and math.

Critical Root Cause 3: Teachers are teaching purposefully planned lessons in reading and math, but they are not engaging students in the lessons. Students are compliant but not engaged in the work.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to lack of engagement in Tier 1 instruction.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - STAR math/reading, Tier I instructional materials

Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
 - PLC Observation data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Administration, Learning Strategists, Grade-Level Chairs (also referred to as Activators), School Organization Team, and Wraparound Team meet at least monthly to discuss school needs and follow the comprehensive needs assessment process.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SOT meets twice in the fall to review the plans and provide feedback for making revisions. In addition, stakeholder feedback is gathered by holding parent sessions at the beginning of the school year to involve as many stakeholders in the plan development process.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Class size reduction teachers are added at the 1st, 2nd, and 3rd grade levels to reduce class sizes and provide additional support to students. The teacher will be able to work more closely with each student, raising proficiency levels and closing the achievement gap as detailed in the School Performance Plan. Support Staff are paid an additional hour to facilitate a safe classroom learning environment to focus on the instruction of academics, all to increase student achievement in the areas of math and ELA. Licensed teachers are paid collaboration hours to meet and work on curriculum mapping, common assessments, and data review, all to increase student achievement in the areas of math and ELA.

2.6: Address needs of all students, particularly at-risk

Please refer to the budget table in Plan Notes for Title I-funded major initiatives, along with Equity Resource Supports within each Inquiry Area.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

We hold parent involvement activities before, after, and during school days in order to involve a wide range of parents.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,289,301	Administrative, licensed teacher, and support staff salaries and incidentals	Student Success, Adult Learning, and Connectedness
At-Risk Weighted Allocation	\$635,571	Mystery Science and Edmentum, General Supplies, Class size reduction staff	Student Success, Adult Learning, and Connectedness
EL Weighted Allocation	\$730,198	Extra Duty Pay Licensed Teachers, General Supplies, Headphones for Lexia, Class Size Reduction Staff	Student Success, Adult Learning, and Connectedness
General Carry Forward	\$1,096,981	Humanities Specialists	Connectedness
At-Risk Weighted Carry Forward	\$75,525	Super Science, Mighty Math, and Exciting Engineering Days	Connectedness
EL Weighted Carry Forward	\$630,974	Class size reduction staff	Student Success, Adult Learning, and Connectedness
Title IA	\$388,316	Class size reduction staff, In-House Suspension Aide Extra Hour, Instructional Assistant Extra Hour, Extra Duty Pay, Parent Involvement Refreshments, Copy Paper	Student Success, Adult Learning, and Connectedness

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
1003(a) District Award (FY25)	\$134,726.97	Training Supplies Licensed Teachers: Extra Duty Pay - Collaboration & Planning Licensed Teachers: Extra Duty Pay - Professional Learning (PL) Licensed Teachers: Prep Buy - Collaboration, PL, Data Analysis Long-term SUBSTITUTE Teachers: Extra Duty Pay OR SUB PAY for PL/ Collaboration Support Staff: Extra Duty Pay: Collaboration Solution Tree Conference Attendees (6) Travel/Parking Reimbursement 95 Percent Group Implementation Manager 95 Percent Group Expert Coaching HMH Coachly SAVVAS Learning Implementation Manager	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
CI Team Member	Whitney Jauregui	Parent
CI Team Member	Shannon Theel	Office Manager
CI Team Member	Janine Jauregui	Learning Strategist
CI Team Member	Kirsten Graham	Learning Strategist
CI Team Member	Amanda Abad	4th grade Activator
CI Team Member	Amanda Alcalá	Assistant Principal
CI Team Lead	Paige Karetny	Assistant Principal
Requires	Rigel Painter	Principal