

Clark County School District

Long, Walter V. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

Title I, MRI, $\geq 10\%$ of enrolled students are English Learners



District Approval Date: October 15, 2026

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/long_walter_v_es/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

From Spring 2024-2025 SY to Spring 2025-2026 SY, 2nd-, 4th-, and 5th-grade students met projected growth on MAP ELA, and 2nd-, 4th-, and 5th-grade students met projected growth on MAP Math.

Student Success Areas for Growth

In the 2023-2024 school year, 60.8% of 3rd graders were non-proficient in Math on the SBAC. When these students advanced to 4th grade in the 2024-2025 school year, the percentage of non-proficient students increased to 83.3%. In the 2025-2026 school year, when these students were in 5th grade, 85% of them were non-proficient in Math on the SBAC.

In the 2023-2024 school year, 76.9% of 3rd graders were non-proficient in ELA on the SBAC. When these students advanced to 4th grade in the 2024-2025 school year, the percentage of non-proficient students increased to 83.2%. In the 2025-2026 school year, when these students were in 5th grade, 70% of them were non-proficient in ELA on the SBAC.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	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. There is a 7.5% achievement gap between LEP and non-LEP students in math and a 13.8% achievement gap between LEP and non-LEP students in reading according to 2024-2025 SBAC data.	Reading Skills Center School-wide implementation of phonics and phonemic awareness instruction during Tier I instruction 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. 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.
Foster/Homeless	Our economically disadvantaged students scored 18.3% math proficiency, 20.4% ELA proficiency, 5.7% science proficiency, 21% Read by Grade 3 proficiency, 27% Median Growth Proficiency in Math, 10.9% Adequate Growth Proficiency in Math, and 7.2% Meeting Adequate Growth Proficiency. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	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.

Student Group	Challenge	Solution
Free and Reduced Lunch	Our economically disadvantaged students scored 18.3% math proficiency, 20.4% ELA proficiency, 5.7% science proficiency, 21% Read by Grade 3 proficiency, 27% Median Growth Proficiency in Math, 10.9% Adequate Growth Proficiency in Math, and 7.2% 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 24% points below white students and Latino students scored 11.7% below white students. In ELA, African American students scored 12.8% points below white and Latino scored 6% 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
Students with IEPs	In math, SPED students scored 17.2% points below white students. In ELA, SPED students scored about 15.6% points below white students.	Reading 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. Writing 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. Math 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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The inability to ensure consistent instructional rigor and student ownership has resulted in a critical and worsening proficiency gap in upper elementary grades.

Critical Root Cause: A practice of "teaching to the bottom" and over-scaffolding that hinders student "lift" and productive struggle. A lack of student understanding of grade-level standards and what student mastery looks like.

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 students proficient in Math from 23% in 2026 to 33% in 2027, as measured by the SBAC assessment, and in ELA from 25% in 2026 to 35% in 2027, as measured by the SBAC assessment. (Academic Excellence: Strong Readers, Writers, and Communicators), (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Increase the percentage of all students who met projected growth in the winter formative assessment from 24% in Reading 2025-2026 to 29% in Reading 2026-2027 and from 22% in Mathematics 2025-2026 to 27% in Mathematics 2026-2027.

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: All students will demonstrate evidence of high cognitive lift and independent master during all parts of the lessons by consistently engaging in high-level tasks aligned to the full depth and rigor of grade-level standards.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Create and use common language and expectations to enhance understanding and mindset.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	June 22, 2026 - September 21, 2026	✓			
2	Refine staff practice and clarity of standards and instructional materials aligned to tasks.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	September 24, 2026 - November 3, 2026				
3	Refine PLC and planning structures to enhance the "how" and increase a focus on the standards.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	November 5, 2026 - December 21, 2026				
4	Build school-wide data practices that incorporate student work.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	January 7, 2027 - March 29, 2027				
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: Student Success 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Delivering 95 Phonics lessons utilizing the instructional dialog, choral responses, utilizing manipulatives, and pacing guides.</td><td>Classroom Teachers</td><td>September 2, 2026</td><td></td></tr></table> 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 2					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, 2026		Status Check		EOY Reflection	
					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, 2026										
					Oct	Feb	June											
In progress	No review																	

Improvement Strategy 3 Details					Reviews												
Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.</td><td>Classroom Teachers</td><td>September 2, 2026</td><td></td></tr></table> Position Responsible: RBG3 Strategist TBD, 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2, 2026		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2, 2026									
Oct	Feb	June															
In progress	No review																

Inquiry Area 1: Student Success

SMART Goal 2: Decrease the student proficiency gap in English Language Arts between English Learners and English Proficient students from 20% in spring 2025-2026 to 10% percentage points by spring 2026 - 2027, as measured by spring formative assessment data. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Decrease the student proficiency gap in Mathematics between English Learners and English Proficient students from 9% in spring 2025-2026 to 0 percentage points by spring 2026 - 2027, as measured by spring formative assessment data. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Increase the percentage of students scoring in the Expanding (4) and Bridging (5) categories from 15.2% in spring 2025-2026 to 25.4% in spring 2026-2027, as measured by spring summative data (WiDa). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Summit K12
MAP data/iReady data/WiDa 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. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><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 2026</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 2026-2027 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 2026-2027 school year</td><td></td></tr></table> Position Responsible: School Leadership Team , learning strategist, teachers Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: HMH English Level 4: Demonstrate Rationale: Summit K-12 Problem Statements/Critical Root Cause: Student Success 2					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 2026		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 2026-2027 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.	Ongoing during the 2026-2027 school year		Status Check		EOY Reflection
					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 2026																			
					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 2026-2027 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.	Ongoing during the 2026-2027 school year																								
Oct	Feb	June																									
In progress	No review																										

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
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
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 2026-2027 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 2026-2027 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 2026-2027 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 2026-2027 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 5% of students observed were "not engaged" during 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

37.5% 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
English Learners	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.	Providing differentiated professional learning in collaboration with program implementation managers Providing peer observation, coaching, and feedback opportunities 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. 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.
Foster/Homeless	Our economically disadvantaged students scored 18.3% in math proficiency, 20.4% in ELA proficiency, 5.7% science proficiency, 21% Read by Grade 3 proficiency, 27% Median Growth Proficiency in Math, 10.9% Adequate Growth Proficiency in Math, and 7.2% Meeting Adequate Growth Proficiency. 19.8% 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)

Student Group	Challenge	Solution
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/TitleI-C Eligible	N/A	N/A
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).

Student Group	Challenge	Solution
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): The persistent achievement gap is driven by systemic instructional inconsistencies, including:

Critical Root Cause: A practice of "teaching to the bottom" and over-scaffolding that hinders student "lift" and productive struggle. A lack of teacher understanding of grade-level standards and what student mastery looks like. Teacher mindset barriers, such as a bias that students "can't do the tasks" and a general distrust in implementing high-quality instructional materials with fidelity.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence that all students are using Tier I instructional materials to the full depth and breath of the rigor of grade-level standards from 80% at the end of the 2025-2026 school year to 100% at the end of the 2026-2027 school year, as measured by the Long ES: T-Chart for High-Cognitive Lift Observations. (Academic Excellence: Valued Educators)

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 73% in Spring 2025 - 2026 to 80% in Winter 2026-2027, as measured by the Long ES: T-Chart for High-Cognitive Lift Observations

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: All teachers will provide opportunities for students to demonstrate evidence of high-cognitive lift and independent mastery during all parts of the lessons by consistently engaging in high-level tasks aligned to the full depth and rigor of grade-level standards.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Create and use common language and expectations to enhance understanding and mindset.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	June 22, 2026 - September 21, 2026				
2	Refine staff practice and clarity of standards and instructional materials aligned to tasks.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	September 24, 2026 - November 3, 2026				
3	Refine PLC and planning structures to enhance the "how" and increase a focus on the standards.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	November 5, 2026 - December 21, 2026				
4	Build school-wide data practices that incorporate student work.	Admin team (Painter, Karetny and A. Alcalá) and Leadership Coach (Bain), Strategists (J. Jauregui and RBG3 - London), All Staff	January 7, 2027 - March 29, 2027				
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: Adult Learning Culture 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	No review	
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 2026				
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: Adult Learning Culture Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.</td><td>Classroom Teachers</td><td>September 2026</td><td></td></tr></table> Position Responsible: TBD, Read by Grade 3, 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					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2026		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Classroom Teachers	September 2026									
Oct	Feb	June															
					In progress	No review											

Connectedness

Connectedness Areas of Strength

In the 2025-2026 SY, there were 23 suspensions involving 15 Black/African-American students.

Connectedness Areas for Growth

In the 2023-2024 SY, the disproportionality between the percentage of Black/African-American students in the Walter Long Elementary School population and the percentage of Black/African-American students suspended at Walter Long Elementary School was 20.5%. In the 2024-2025 SY, the disproportionality between the percentage of Black/African-American students in the Walter Long Elementary School population and the percentage of Black/African-American students suspended at Walter Long Elementary School was 4.8%. In the 2025-2026 SY, the disproportionality between the percentage of Black/African-American students in the Walter Long Elementary School population and the percentage of Black/African-American students suspended at Walter Long Elementary School was 16.5%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Our LEP students represent 35.4% of our school population. This population also includes 26.9% of our school's suspensions. While that represents a smaller portion of suspensions than the population, the breakdown of suspensions does sit higher for our LTELs. LTELs represent 2.4% of our school's population and 4.2% of our school's suspenions.	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 LTELS to reduce suspensions.

Student Group	Challenge	Solution
Foster/Homeless	Our Homeless students represent 6.5% of our school's population. This population also includes 11.1% of our school's suspensions. This disproportionality is most obvious with our students who are doubled up Doubled-up students represent 4.6% of our school's population, but 7.5% of our school's suspensions.	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 doubled-up students to reduce suspensions.
Free and Reduced Lunch	100% of our students qualify for FRL.	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 all students to reduce suspensions.
Migrant/Title1-C Eligible	N/A	n/a
Racial/Ethnic Minorities	Our Black/African-American students represent 14.2% of our school population. This population also includes 31.4% of our school's suspensions.	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 Black/African-American students to reduce suspensions.

Student Group	Challenge	Solution
Students with IEPs	Our students with IEPs represent 16% of our school population. This population also includes 33.3% of our school's suspensions.	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 students with IEPs to reduce suspensions.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our Black/African-American students are disproportionately suspended due to behaviors that do not align with the district code of conduct.
Critical Root Cause: Staff need training in Trauma-Informed Practices and The Regulated Classroom in order to better support students with trauma. While a history of trauma does not excuse behavior, it allows staff to better understand how to help students and organize school and classroom practices to best meet the needs of all students.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension rate for the Black/African American students to be less than a 10 percentage point difference from the student group enrollment (14.1%) during the 2025-2026 school year, as measured by school-wide office discipline referrals. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Reduce the suspension rate for Black/African American students from 31.7% in Spring 2025-2026 to 26.7% at the end of the 1st quarter of the 2026-2027 school year, 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 implementing the focus items and action steps, based on the results of the Tiered Fidelity Inventory (TFI) 3.0.	Status Check	EOY Reflection

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administer TFI 3.0 to obtain baseline data.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	September 2026	
2	Based on the results of the TFI, prioritize one to three TFI items for implementation focus.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	October 2026	
3	Work on strengthening Tier I PBIS implementation by focusing on the TFI prioritized items and action steps.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	November 2026	
4	Complete Goal 2, Inquiry Area 3, during Status Check 2 to document Steps 1, 2, and 3 above. a) Refer to Action Steps for guidance on gathering monitoring data in order to measure progress. b) During Status Check 2, engage in the Now, Next, Need conversation to discuss progress.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	January 2027	
5	Continue to work on strengthening Tier 1 PBIS implementation by focusing on the TFI prioritized items.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	February 2027	
6	Monitor progress by administering the TFI 3.0.	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	March 2027	

Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Complete Act 3: Reviewing our Journey	Behavior Team: Amanda Alcala, Assistant Principal, Traci Daley, School Social Worker, Heather Black, School Counselor, Serenity Bailey, Communities in Schools Coordinator,	May 2027	

Position Responsible: Amanda Alcala, 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

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Priority Problem Statements

Problem Statement 1: The inability to ensure consistent instructional rigor and student ownership has resulted in a critical and worsening proficiency gap in upper elementary grades.

Critical Root Cause 1: A practice of "teaching to the bottom" and over-scaffolding that hinders student "lift" and productive struggle. A lack of student understanding of grade-level standards and what student mastery looks like.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The persistent achievement gap is driven by systemic instructional inconsistencies, including:

Critical Root Cause 2: A practice of "teaching to the bottom" and over-scaffolding that hinders student "lift" and productive struggle. A lack of teacher understanding of grade-level standards and what student mastery looks like. Teacher mindset barriers, such as a bias that students "can't do the tasks" and a general distrust in implementing high-quality instructional materials with fidelity.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups.

Critical Root Cause 3: 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 3 Areas: Student Success

Problem Statement 4: Our Black/African-American students are disproportionately suspended due to behaviors that do not align with the district code of conduct.

Critical Root Cause 4: Staff need training in Trauma-Informed Practices and The Regulated Classroom in order to better support students with trauma. While a history of trauma does not excuse behavior, it allows staff to better understand how to help students and organize school and classroom practices to best meet the needs of all students.

Problem Statement 4 Areas: Connectedness

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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other

Connectedness

- Behavior
- PBIS/MTSS 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	\$5,450,817	Administrative, licensed teacher, and support staff salaries and incidentals	Student Success, Adult Learning, and Connectedness
At-Risk Weighted Allocation	\$328,608	Mystery Science and Edmentum, General Supplies, Class size reduction staff	Student Success, Adult Learning, and Connectedness
EL Weighted Allocation	\$909,525	Extra Duty Pay Licensed Teachers, General Supplies, Headphones for Lexia, Class Size Reduction Staff	Student Success, Adult Learning, and Connectedness
General Carry Forward	\$587,638	Humanities Specialists	Connectedness
At-Risk Weighted Carry Forward	\$34,116	Super Science, Mighty Math, and Exciting Engineering Days	Connectedness
EL Weighted Carry Forward	\$343,112	Class size reduction staff	Student Success, Adult Learning, and Connectedness
Title IA	\$284,809	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)	\$2,242.07	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 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 Alcala	Assistant Principal
CI Team Lead	Paige Karetny	Assistant Principal
Requires	Rigel Painter	Principal