

**Churchill County School District**  
**E C Best Elementary School**  
**2024-2025 School Performance Plan**

**Classification: Not Rated**

**Distinction Designations:**  
Title I



# Mission Statement

EC Best Elementary's Mission statement to Do What's Right. Churchill County School District's Mission Statement is "Everyone Always Learning"

## Vision

EC Best is a place where students love to learn and teachers love to teach.

## 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/churchill/e\\_c\\_best\\_elementary/2024](https://nevadareportcard.nv.gov/DI/nv/churchill/e_c_best_elementary/2024)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

In Fall 2024 **64%** of EC Best Students were deficient in reading (score at the 40th percentile or below). May 26, 2025 60% of EC Best 2nd grade students will be proficient in reading (score at the 40th percentile or above) as measured by 2024 Spring NWEA MAP reading data.

In Fall 2024 **66%** of EC Best Students were deficient in math (score at the 40th percentile or below). May 26, 2025 60% of EC Best 2nd grade students will be proficient in math (score at the 40th percentile or above) as measured by 2024 Spring NWEA MAP math data.

### Student Success Strengths

In Fall 2023, our school population had 49% of students test below the 40th percentile on the NWEA MAP Math assessment. In Spring 2024, our school population had 44% of students test below the 40th percentile on the NWEA MAP Math assessment. This shows a decrease of 5% of students in the deficiency range (Fall to Spring) for Math.

In Fall 2023, our student population had 52% of students test below the 40th percentile on the NWEA Reading assessment. In Spring 2024, our school population had 42% of students test below the 40th percentile on the NWEA MAP Reading assessment. This shows a decrease of 10% of students in the deficiency range (Fall to Spring) for Reading.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. **Critical Root Cause:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

**Problem Statement 2 (Prioritized):** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

# Adult Learning Culture

## Adult Learning Culture Summary

At EC Best Elementary School, a strong adult learning culture is cultivated through ongoing professional development and a collaborative environment. Staff members regularly attend training sessions to enhance their understanding of new curricula, such as the Savvas ELA program and iReady Math, ensuring that they stay current with instructional best practices. Many teachers have worked to obtain their Social Emotional Academic Development (SEAD) Endorsement. Teachers work closely with one another, sharing insights and strategies that support student success. Collaboration is encouraged through Professional Learning Communities (PLCs) and informal peer support, fostering a sense of teamwork and collective responsibility for student outcomes. This continuous learning environment empowers teachers to grow professionally, while also reinforcing the school's mission to create a place where both students and staff thrive.

## Adult Learning Culture Strengths

The adult learning culture at EC Best Elementary School is built on collaboration, continuous improvement, and shared leadership. One of its key strengths is the commitment to regular professional development, where staff engages in meaningful learning opportunities that enhance their instructional practices and curriculum knowledge. Teachers actively participate in Professional Learning Communities (PLCs), creating a space for open dialogue, peer feedback, and collective problem-solving. This collaborative spirit fosters a supportive environment where educators share resources, ideas, and strategies, helping to improve student outcomes. This culture of shared learning not only strengthens individual teaching practices but also builds a cohesive, motivated team working toward common academic and social-emotional goals for students.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

# Connectedness

## Connectedness Summary

At EC Best Elementary, fostering a sense of connectedness among students, staff, and the community is a key priority. The school emphasizes building strong relationships through Positive Behavioral Interventions and Supports (PBIS), with a focus on reinforcing positive behaviors aligned with the school's core values: Be Safe, Be Responsible, Be Respectful, and Be Kind. Additionally, staff work collaboratively to ensure that every student feels valued and supported, creating a welcoming and inclusive environment. The school actively engages families through regular communication, parent-teacher conferences, and community events to strengthen the home-school connection. Efforts are also made to connect with vulnerable student populations, such as English Learners and foster/homeless students, ensuring they receive additional support to feel a sense of belonging. These initiatives help create a positive school climate where students and staff are united in achieving academic and social-emotional success.

## Connectedness Strengths

One of the key strengths in fostering connectedness at EC Best Elementary is the strong sense of community among students, staff, and families. The Positive Behavioral Interventions and Supports (PBIS) framework plays a pivotal role in promoting a positive school climate by reinforcing the school's core values: Be Safe, Be Responsible, Be Respectful, and Be Kind. Staff collaboration is another strength, as teachers work together to create a supportive environment where students feel valued and understood. The school also excels in family engagement, regularly involving parents in school activities and maintaining open lines of communication. These efforts help build a strong home-school partnership and a sense of belonging for all students, including those from vulnerable populations. The combination of a positive, inclusive culture and active community engagement contributes to the overall connectedness at EC Best.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1:** EC Best Elementary faces challenges in maintaining consistent, effective communication with all parents and families. While efforts are made to engage through various channels, gaps exist in reaching diverse families, including those with language barriers or limited access to technology, impacting family involvement and student connectedness. **Critical Root Cause:** The critical root cause of the communication challenges at EC Best Elementary is the lack of differentiated communication strategies, particularly for families with language barriers or limited technology access. This limits the school's ability to effectively engage all parents, reducing their involvement and impacting student connectedness.

**Problem Statement 2 (Prioritized):** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. **Critical Root Cause:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

**Problem Statement 3 (Prioritized):** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

# Stakeholder Engagement

## Stakeholder Engagement Summary

Prompt	Response
<p>In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially &amp; ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.</p>	
<p>What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?</p>	
<p>What has worked well in your previous engagement efforts?</p> <p>What might you do differently to increase or improve engagement moving forward?</p>	

## Stakeholder Engagement Strengths

Churchill County School District excels in stakeholder engagement by using diverse methods, such as surveys and focus groups, to include parents, students, educators, and community groups. The district's targeted outreach to historically underrepresented and hard-to-reach populations ensures comprehensive input, fostering inclusive and informed decision-making processes.

## Problem Statements Identifying Stakeholder Engagement Needs

**Problem Statement 1 (Prioritized):** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. **Critical Root Cause:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

**Problem Statement 2 (Prioritized):** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

**Problem Statement 3:** EC Best Elementary faces challenges in maintaining consistent, effective communication with all parents and families. While efforts are made to engage through various channels, gaps exist in reaching diverse families, including those with language barriers or limited access to technology, impacting family involvement and student connectedness. **Critical Root Cause:** The critical root cause of the communication challenges at EC Best Elementary is the lack of differentiated communication strategies,

particularly for families with language barriers or limited technology access. This limits the school's ability to effectively engage all parents, reducing their involvement and impacting student connectedness.



# Priority Problem Statements

**Problem Statement 1:** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading.

**Critical Root Cause 1:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

**Problem Statement 1 Areas:** Student Success - Connectedness - Stakeholder Engagement

**Problem Statement 2:** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students.

**Critical Root Cause 2:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

**Problem Statement 2 Areas:** Student Success - Adult Learning Culture - Connectedness - Stakeholder Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- State assessment performance report
  - NWEA MAPS data
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## Student Data: Student Groups

- Special education
- EL
- Section 504 data
- Homeless data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Teacher evaluation
- Administrator evaluation

**Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

**Support Systems and Other Data**

- Master schedule





# Goals

**Goal 1:** By May 26, 2025 64% of EC Best students will be proficient in reading (score at the 40th percentile or above) as measured by 2025 Spring NWEA MAP reading data.

**Aligns with District Priority**

**Annual Performance Objective 1:** This goal will be supported through differentiated reading interventions, increased access to literacy resources, and professional development on effective reading instruction strategies.

**Evaluation Data Sources:** Winter and Spring NWEA MAP Assessment results, i-Ready Diagnostic Data, Classroom Assessments and Benchmark Tests , Attendance and Behavior Records to identify trends that may impact learning, Professional Development Participation and Feedback to evaluate the effectiveness of teacher support and training.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Implement targeted, small-group reading interventions based on students' individual skill levels, identified through ongoing assessments. Additionally, teachers will receive professional development on differentiated reading instruction and evidence-based literacy practices to support struggling readers and advance overall reading proficiency.</p> <p><b>Formative Measures:</b> Savvas Reading Diagnostic Data, Curriculum-Based Assessments given at regular intervals to check understanding of key reading skills. Exit Tickets and Quick Checks in reading lessons to provide immediate feedback on student comprehension. Teacher Observations during small-group instruction to adjust teaching strategies in real time.</p> <p><b>Position Responsible:</b> All classroom teachers.</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 2 - Adult Learning Culture 1 - Connectedness 3 - Stakeholder Engagement 2</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1242 661 1291">  0% No Progress         </div> <div data-bbox="766 1242 982 1291">  100% Accomplished         </div> <div data-bbox="1081 1242 1333 1291">  Continue/Modify         </div> <div data-bbox="1438 1242 1627 1291">  Discontinue         </div> </div>			

## Annual Performance Objective 1 Problem Statements:

**Student Success**

**Problem Statement 2:** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

**Adult Learning Culture**

**Problem Statement 1:** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

**Connectedness**

**Problem Statement 3:** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.

**Stakeholder Engagement**

**Problem Statement 2:** The adult learning culture at EC Best Elementary faces challenges in addressing the diverse needs of English Learners, foster/homeless and migrant students, and students with IEPs. While staff collaboration is strong, teachers need more training in differentiating instruction to better support these students. **Critical Root Cause:** Lack of targeted professional development focused on equity and culturally responsive teaching. While teachers collaborate effectively, they are not equipped with the specific strategies needed to address the diverse learning needs of underserved student groups.


**Goal 2:** By May 26, 2025 65% of EC Best students will be proficient in math (score at the 40th percentile or above) as measured by 2025 Spring NWEA MAP math data.


**Aligns with District Priority**


**Annual Performance Objective 1:** This objective will be achieved through targeted interventions, data-driven instruction, and ongoing professional development focused on math instructional strategies.


**Evaluation Data Sources:** Winter and Spring NWEA MAP Assessment results, i-Ready Diagnostic Data, Classroom Assessments and Benchmark Tests , Attendance and Behavior Records to identify trends that may impact learning, Professional Development Participation and Feedback to evaluate the effectiveness of teacher support and training.

Improvement Strategy 1 Details	Reviews			
<p><b>Improvement Strategy 1:</b> Data-Driven Small Group Instruction: Use NWEA MAP and i-Ready data to create targeted math intervention groups, allowing teachers to address specific gaps in student knowledge. Hands-On, Engaging Math Activities.</p> <p>Professional Development for Teachers: Provide training on differentiated math instruction, formative assessment techniques, and strategies for supporting students struggling in foundational math skills.</p> <p>Peer Collaboration.</p> <p><b>Formative Measures:</b> i-Ready Progress Checks, Exit Tickets, Student work samples, Teacher observations, Teacher professional development</p> <p><b>Position Responsible:</b> All classroom teachers</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1 - Connectedness 2 - Stakeholder Engagement 1</p>	Status Check			EOY Reflection
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. <b>Critical Root Cause:</b> Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).</p>

**Connectedness**

**Problem Statement 2:** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. **Critical Root Cause:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

**Stakeholder Engagement**

**Problem Statement 1:** Fall 2024 MAP Assessment results show 66% of students as deficient in Math, and 64% as deficient in Reading. **Critical Root Cause:** Students are missing foundational skills in English Language Arts (2nd grade Informational Text, 3rd grade Vocabulary and Literary Text) and Math (Numbers and Operations and Algebra and Algebraic Thinking).

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

At EC Best Elementary, the Comprehensive Needs Assessment process involves the The Instruction and Assessment Committee, which includes the principal and representatives from each grade level, including special education. The team meets monthly to analyze academic and behavioral data, evaluate progress toward school goals, and identify areas in need of improvement.

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

At EC Best Elementary, staff, families, and community members are included in the plan development process through parent-teacher conferences, class communication, and family events such as literacy nights. Feedback is also solicited from staff during Instruction and Assessment Committee meetings, as well as from district-level support, ensuring a collaborative approach to refining the School Performance Plan.

## 2.2: Regular monitoring and revision

The School Performance Plan at EC Best Elementary is regularly monitored and revised through monthly SPP team meetings, where academic and behavioral data are reviewed to assess progress. Behavior and academic data is also reviewed monthly by the MTSS Tier 2 team. Adjustments are made based on this data, teacher input, and district feedback to ensure the plan remains responsive to the school's evolving needs.

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

At EC Best Elementary, the School Performance Plan is made available to parents and the community through the school website, where it is presented in a clear, accessible format. Additionally, key components of the plan are shared in parent-friendly language during family events and other written formats, ensuring all families can easily understand the goals and strategies.

## 2.4: Opportunities for all children to meet State standards

The Title I funded initiatives at EC Best Elementary focus on providing all students with opportunities to meet State standards through targeted interventions, such as small-group instruction in reading and math. Additionally, English Learner (EL) services include specialized support to enhance language proficiency and academic achievement, ensuring equitable access to the curriculum for all students.

## 2.5: Increased learning time and well-rounded education

EC Best Elementary's Title I funded initiatives include extended learning opportunities through tutoring and district driven summer programs designed to provide increased learning time. Additionally, students receive a well-rounded education through access to enrichment activities, such as music, art, and PE, aimed at supporting both academic growth and the development of diverse skills.

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



The Title I funded initiatives at EC Best Elementary address the needs of all students, particularly at-risk learners, through targeted interventions such as individualized reading and math support, differentiated instruction, and behavior interventions. These programs aim to close achievement gaps by providing additional resources and tailored support to ensure at-risk students have the tools to succeed academically and behaviorally.

### **3.1: Annually evaluate the schoolwide plan**

At EC Best Elementary, the School Performance Plan (SPP) is evaluated through ongoing analysis of academic and behavioral data during monthly committee and MTSS meetings. This process includes reviewing progress toward established goals, gathering input from staff and families, and making necessary adjustments to ensure continuous improvement throughout the year.

### **4.1: Develop and distribute Parent Involvement and Family Engagement Policy**

At EC Best Elementary, the Parent Involvement and Family Engagement Policy is developed collaboratively by the Parent involvement Team, which includes administrators, teachers, and parent representatives. The policy is distributed through the school and district websites and at family events, ensuring that parents and the community are informed and actively involved in supporting student success.

### **4.2: Offer flexible number of parent involvement meetings**

At EC Best Elementary, we offer a flexible range of parent involvement opportunities such as parent-teacher conferences, literacy nights, and opportunities to volunteer and support in the classroom. This ensures that parents with different schedules can actively participate in their children's education.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Christy	EL Specialist Instructor		1