Churchill County School District

E C Best Elementary School

2025-2026 School Improvement Plan

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

In the Fall of 2024/25 **43%** of EC Best Students were approaching or proficient in reading (score at the 40th percentile or above). By Spring that number increased to **65%** as measured by 2025 Spring NWEA MAP reading data.

In Fall 2024/25 **43%** of EC Best Students were approaching or proficient in math (score at the 40th percentile or above). By Spring that number increased to **58%** as measured by 2024 Spring NWEA MAP reading data.

Student Success Areas for Growth

An ongoing focus at ECB is to use data to provide focused interventions and remediation for identified students falling below grade level standards.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students often require scaffolds to fully access rigorous content and vocabulary embedded in both MAPS and iReady assessments.	Expand targeted ELD supports aligned to content proficiency scales and implement integrated language supports within mainstream classes.
Foster/Homeless	High mobility and trauma-related challenges can lead to inconsistent attendance and limited academic progress.	Strengthen mentoring/student services relationships and provide academic recovery programs tailored to students with interrupted learning.
Free and Reduced Lunch	Economic barriers can impact access to learning materials, consistent internet, and tutoring or enrichment opportunities.	Ensure access to supplies, manipulatives, offline support materials, and technology.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Migrant students may experience inconsistent academic continuity due to relocation and seasonal work schedules.	Establish a system to flag and monitor learning gaps early, and offer wraparound academic services through Title I-C resources in collaboration with district services.
Racial/Ethnic Minorities	Achievement gaps persist among some racial/ ethnic subgroups, especially on standardized tests like and MAPS and iReady.	Disaggregate data by subgroup and monitor academic growth quarterly. Implement culturally responsive teaching practices and mentorship programs that reflect student diversity.
Students with IEPs	Students with IEPs often struggle with demonstrating proficiency on MAPS and iReady due to curriculum access challenges and varied cognitive or behavioral needs.	Ensure general education and special education teachers are collaborating to align IEP goals with core content proficiency scales. Increase use of co-teaching and in-class supports utilizing UDL strategies.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students coming to ECB have significant gaps in achievement in both Math and ELA.
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).

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our staff are committed to modern learning and innovation. Teachers create learner centered classrooms where students have ownership in content and classroom systems. We have a diverse staff with solid leadership and experience to support, strengthen and magnify the efforts of all staff collectively.

Adult Learning Culture Areas for Growth

Our efforts have been focused on aligning our new ELA and Math curriculum with competency standards based grading across all grade levels and vertically K-5.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	New teachers lack experience in sheltered instruction and specific instructional strategies to support ELL's.	Targeted PLCs and PD on sheltered instruction (SIOP), academic language development, and asset-based EL strategies.
Foster/Homeless	Identifying students using Tier 2 screeners is often delayed and teachers are not prepared to support students in trauma	Teachers request assistance from PBIS tier 2 team to assess need and provide necessary interventions
Free and Reduced Lunch	Teachers lack resources and experience to support students with a lack of basic essentials	Fidelity with PBIS tier 2 screeners to identify students in need and provide early intervention
Migrant/Title1-C Eligible	Teacher require skills to assess and integrate students into mainstream classroom and create system of support to fill educational gaps	Collaborative PLC focus on rapid diagnostic tools, personalized learning plans, and welcome/onboarding academic protocols
Racial/Ethnic Minorities	Teachers require time to integrate SEAD curriculum into the the class culture to create an environment of inclusivity.	PD's supporting teachers with SEAD curriculum, and analyzing data to identify and reflect on potential bias.

Student Group	Challenge	Solution
Students with IEPs	Teachers require system that allow for collaboration with case managers for effective remediation and goal setting	Embedded SPED training within PLCs, co-teaching model support, UDL model, and aligned IEP goals with grade-level standards..

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is disparity at ECB between teachers with experience using proven instructional strategies and new developing teachers. Implementation of new SAVVAS and iReady curriculum creates temporary challenges in addressing the diverse needs of all students
Critical Root Cause: Lack of targeted professional development and systems that support culturally responsive teaching.

Connectedness

Connectedness Areas of Strength

ECB has a culture of inclusivity and has resources to support the diverse needs of the school's diverse population.

Connectedness Areas for Growth

A focus this year for will be to track and analyze attendance data as it relates to our subpopulations and offer supports to reduce chronic absenteeism.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited culturally responsive instructional practices and peer interaction opportunities can isolate EL students	Staff trained in SIOP. Bilingual outreach to families in student's first language, and PD in culturally responsive teaching. Integrate visuals, sentence frames, and language scaffolds into all content areas.
Foster/Homeless	Students may lack stable adult relationships and experience emotional detachment from school.	Collaborate with SIT team to complete a student needs assessment Wrap around supports with counselor involvement. Ensure access to clothing, school supplies, food, and mental health resources.
Free and Reduced Lunch	Economic barriers reduce access to enrichment and extracurricular activities that foster belonging.	Provide free or subsidized participation in clubs, sports, and field trips. Include SEL lessons and community-building activities during the school day - supported/driven by student services.
Migrant/Title1-C Eligible	Frequent mobility disrupts relationship-building and academic connectedness.	Use consistent onboarding practices, offer portable portfolios, and assign bilingual liaison support. Assign peer role models and outreach to parents in home language.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	These students may not see themselves represented in curriculum, staffing, or celebrations.	Infuse identity-affirming curriculum, and ensure diverse voices in school-wide events and decisions.
Students with IEPs	Some students feel stigmatized or disconnected from general education peers..	Provide inclusive instruction, co-taught environments, and promote self-advocacy using personalized learning plans linked to proficiency scales.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at ECB are not achieving academic success due to chronic absenteeism.
Critical Root Cause: Parents lack education or resources to support ECB students in complying with the attendance policies.

Priority Problem Statements

Problem Statement 1: Students coming to ECB have significant gaps in achievement in both Math and ELA.

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

Problem Statement 2: There is disparity at ECB between teachers with experience using proven instructional strategies and new developing teachers. Implementation of new SAVVAS and iReady curriculum creates temporary challenges in addressing the diverse needs of all students

Critical Root Cause 2: Lack of targeted professional development and systems that support culturally responsive teaching.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students at ECB are not achieving academic success due to chronic absenteeism.

Critical Root Cause 3: Parents lack education or resources to support ECB students in complying with the attendance policies.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Early reading assessment results
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)

Adult Learning Culture

- Class size averages by grade and subject
- Communications data
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation

Connectedness

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

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: ECB will use multiple data point to identify low performing students and provide focused evidence based interventions to reduce the number of students who fall in the bottom 40th percentile in MATH and ELA by 20% by the end of the 25/26 school year based on MAPS ELA and i-Ready math diagnostic assessments.

Aligns with District Goal

Formative Measures: ECB uses data from growth reports taken from MAPS and iReady to progress monitor. Teacher will also progress monitor using CBA's and Student Portfolios

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: ECB staff will participate in focused PD to train teachers on how to collect and analyze data from MAPS, iReady and other sources, to help identify and provide interventions.				**Status Check**			**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**Mar**	**June**
				In progress	No review	No review	
1	Schedule PD opportunities with SAVVAS and iReady to help teachers access and analyze growth and achievement data.	District Office, Admin, and staff	PD week prior to students arrival				
2	Pretest MAP and i-Ready and review and analyze data	All staff	First 2 weeks of school				

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 1: Strong: Strong based on Hattie's research on teacher clarity and collective teacher efficacy.

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students coming to ECB have significant gaps in achievement in both Math and ELA. **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).

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: ECB will continue to support staff with ongoing focus PD to help align grade level content standards with new SAVVAS and i-Ready curriculum. This will enhance teacher efficacy and support our goal to deliver high quality competency based learner centered instruction.

Aligns with District Goal

Formative Measures: Staff will participate in focused professional development and PLC's to improve teacher efficacy. Admin will use the NEPF with fidelity to support staff development. Teachers will participate in a structured peer to peer observation and reflection program to improve student centered learning strategies.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: ECB will create opportunities for peer to peer professional learning by creating structured time for teachers to observe, reflect and collaborate with each other. Data collected from those observations will drive PLC goals and focus.				**Status Check**			**EOY Reflection**
				Nov	**Jan**	**Mar**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	In progress	No review	No review	
1	Schedule expectations for staff to be in each other's rooms for at least 20 minutes per week during specials time. To observe and provide feedback among peers	Teaching staff	25/26 school year				
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Strong based on Hattie's research on teacher clarity and collective teacher efficacy **Problem Statements/Critical Root Cause:** Adult Learning Culture 1							

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is disparity at ECB between teachers with experience using proven instructional strategies and new developing teachers. Implementation of new SAVVAS and iReady curriculum creates temporary challenges in addressing the diverse needs of all students **Critical Root Cause**: Lack of targeted professional development and systems that support culturally responsive teaching.

Inquiry Area 3: Connectedness

SMART Goal 1: ECB will reduce chronic absenteeism by 3% in the 2025/2026 school year

> **Aligns with District Goal**

> **Formative Measures:** ECB tracks and analyzes attendance data on Infinite Campus follows district policy for absenteeism with fidelity.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Use parent involvement events to collect feedback from parents on areas of growth and improvement at ECB and emphasize the importance of daily school attendance.				**Status Check**			**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**Mar**	**June**
				In progress	No review	No review	
1	Analyze attendance data every other week and follow district attendance policy with fidelity	Office Team and Counselor	25/26 year				

Schoolwide and Targeted Assistance Title I Elements:
2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: 4 Demonstrates a Rational based on CASEL policy brief

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students at ECB are not achieving academic success due to chronic absenteeism. **Critical Root Cause**: Parents lack education or resources to support ECB students in complying with the attendance policies.

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

Name	Position	Program	FTE
Lisa Christy	EL Specialist Instructor		1

Community Outreach Activities

Activity	Date	Lesson Learned
ECB OPEN HOUSE	August 22, 2025	Parents learned drop off and pick procedures and safety, along with attendance expectations and policies. Teachers established a means of communication for parents and introduced students to their classrooms.