

Churchill County School District

District Improvement Plan

2025-2026

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 [\(Add a link to the school's School Rating Report.\)](#)

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Churchill County School District embraces the stakeholder-inspired mission of "Everyone Always Learning." We are dedicated to the development of life-ready learners that embrace the whole person through intentional experiences that foster growth in critical thinking, innovation, collaborative learning, communication, global citizenship, and life long learning, Our work has been recognized by the state for its innovation and forward thinking mindset, as demonstrated in the the 2024-2025 Nevada State Profile Pilot and the Nevada Association of School Superintendents.

Despite the small, rural demographic, we boast an average of over 300 dual-credit enrollments with our high school students, as demonstrated through our partnership with Western Nevada College and Truckee Meadows Community College. We also boast one of the highest work-based learning enrollments with over 65 students achieving career-readiness exposure with certification pathway opportunities. In addition to these great achievements, we also promote 16 career pathways through our career tech programming, offering multiple opportunities through our college and career readiness initiatives. The career tech pathways are documented in our school enrollments and is a key focus with our board of trustees with their 5-year goal plan.

Student Success Areas for Growth

Despite our commendable participation in career pathways and work-based learning initiatives, our students struggle to pass the career certification examinations. ChurchillCSD currently has over 16 career pathways, over 65 work-based learning internships, and over 30 certification assessment opportunities, but only 20% of the students pass the examinations to become completers. Because of these numbers, the ChurchillCSD Board of Trustee has adopted the goal to increase CTE program completers by 10% (17 students) by the end of the 26-27 SY.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The high school master schedule prohibits student ability to engage in the off campus, WBL opportunities until the student has reached exit capacity in ELL.	We need to expand opportunities to be inclusive of outside the instructional day to accommodate these populations.
Foster/Homeless	NO challenges. Our program embraces this population.	NO challenges. Our program embraces this population.

Student Group	Challenge	Solution
Free and Reduced Lunch	This population often has the student working in order to assist and support the family. The work opportunities may not align with a career-pathway, but rather a necessity.	Bridge family-school connections to collaborate on expanding student opportunities.
Migrant/Title1-C Eligible	The high school master schedule prohibits student ability to engage in the off campus, WBL opportunities until the student has reached exit capacity in ELL.	We need to expand opportunities to be inclusive of outside the instructional day to accommodate these populations.
Racial/Ethnic Minorities	NO challenges. Our program embraces this population.	NO challenges. Our program embraces this population.
Students with IEPs	Bridging opportunities for our profoundly disabled students is a concern. There is only one employer in town that willingly embraces this population. We need to expand opportunities to be more inclusive of our special needs students.	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the 24-25SY certification numbers, only 20% of the career-tech/work-based learning pathway students pass the certification pathway to receive completer status.

Critical Root Cause: The root cause analysis reveals a lack of mentorship opportunities and academic support the accomplish testing with confidence.

Connectedness

Connectedness Areas of Strength

Churchill County School district centralizes their offerings in Fallon, Nevada. Fallon is considered the "Oasis of Nevada." Churchill County School District offers a small, rural community setting, where agricultural livelihood is the centrifuge of our existence. We are outdoor enthusiasts who embrace the natural wonders of Northern Nevada, while celebrating the close-knit dynamics of our community. Churchill CSD is the center of community, both in scholastics and extra-curricular opportunities. We are a diverse community that boasts a strong military-family presence, as well as representation from our local, tribal communities. We take pride in the connectedness our community offers, which provides extensive resource support for our community.

Connectedness Areas for Growth

Although our graduation rate nears the 90% threshold, very few students continue post-secondary endeavors. In 23-24 SY, 12% of the graduating class applied to a post-secondary institution. Stakeholder groups have speculated various reasons for this low number, and are committed to seeing this number improve.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Connecting students and their families to FAFSA/ college application opportunities is a barrier. There is a lack of trust in the process due to language barrier/ cultural divide.	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.
Foster/Homeless	Family resource support is limited; barriers associated with costs	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.
Free and Reduced Lunch	Often the first-generation opportunity, there are barriers associated with costs, and home-based income gaps if the student leaves the household.	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.
Migrant/Title1-C Eligible	Connecting students and their families to FAFSA/ college application opportunities is a barrier. There is a lack of trust in the process due to language barrier/ cultural divide.	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Systemic challenges---not just locally-- for minority enrollments in college	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.
Students with IEPs	Limited understanding to the college-support process for identified students with disabilities; lack of understanding.	Build informational capacity; share scholarship opportunities for minority populations; ensure equitable access to high school/university explore opportunities.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: According to the CLNA student survey, 35% of surveyed students are disengaged with school, impacting post-secondary career and college opportunities.

Critical Root Cause: The CLNA root analysis reveals a lack of community support and/or mentorship opportunities to promote positive post-secondary exploration, including opportunities for college visits, application and FAFSA completion support.

Problem Statement 2 (Prioritized): According to the 24-25SY certification numbers, only 20% of the career-tech/work-based learning pathway students pass the certification pathway to receive completer status.

Critical Root Cause: The root cause analysis reveals a lack of mentorship opportunities and academic support the accomplish testing with confidence.

Instructional Practices and Supports

Instructional Practices and Supports Areas of Strength

Churchill County School District follows a learner-centered framework, committed to the development of the whole-child as they develop life-ready skills. This purposeful focus can be witnessed in the promotion of our mission, vision, and strategic plan for the school district. The school district has adopted a state-approved ELA and Math curriculum. It is the expectation that school sites utilize the curriculum to assess, instruct, and lead student learning through our learner centered lens. Personalized, professional development opportunities will be offered to the teachers throughout the 25-26 school year to assist and support the instructional focus for our students. Performance trends will be analyzed in sitebased PLC groups, as well as through principal meetings each month. Succinct and timely feedback will be delivered to inform areas of potential growth as well as celebrate areas of success.

ChurchillCSD performance has traditionally been below the 5% growth expectation annually. The curriculum adoption and implementation will provide a foundational lens for collaboration amongst teachers and leaders, as well as deliver a foundation for measurable growth. Diagnostic assessments will be delivered in ELA & Math, and also compared to NWEA MAP assessments in both content areas three times per year. This, compounded with the SBAC, will give a triangulation of data to discuss, reflect and gauge ongoing planning.

Instructional Practices and Supports Areas for Growth

This goal is a continuation from the 24-25 SY, as research based evidence indicates academic growth cannot be substantially measured until three years of succinct implementation with fidelity has occurred. ChurchillCSD has committed resources and time to Math and ELA professional learning and study to bridge gaps in student proficiency.

Instructional Practices and Supports Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Heightened academic vocabulary is gapping, resulting in diminished performance in academic assessments. Assessments are delivered in non-native language with unfriendly formatting. Students are also not identified for the MTSS process soon enough for intervention support.	Strengthen the MTSS process through succinct training for all schools, embedded in platform data tracking and system-wide accountability.
Foster/Homeless	Student movement between multiple districts can be a challenge to sustain academic performance. Student can arrive mid-term to a school, and not have prior content knowledge. Students are also not identified for the MTSS process soon enough for intervention support.	Strengthen the MTSS process through succinct training for all schools, embedded in platform data tracking and system-wide accountability.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students are also not identified for the MTSS process soon enough for intervention support.	Strengthen the MTSS process through succinct training for all schools, embedded in platform data tracking and system-wide accountability.
Migrant/Title1-C Eligible	Students are also not identified for the MTSS process soon enough for intervention support.	Strengthen the MTSS process through succinct training for all schools, embedded in platform data tracking and system-wide accountability.
Racial/Ethnic Minorities	Intrinsic biases are a challenge. This is not just a community issue, but a nationwide issue.	Strengthen staff training on biases, cultural awareness training, re-visit policies and regulations associated with this area of concern.
Students with IEPs	Students are also not identified for the MTSS process soon enough for intervention support.	Strengthen the MTSS process through succinct training for all schools, embedded in platform data tracking and system-wide accountability.

Problem Statements Identifying Instructional Practices and Supports Needs

Problem Statement 1 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in Math.

Critical Root Cause: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 2 (Prioritized): Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA.

Critical Root Cause: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Priority Problem Statements

Problem Statement 1: Over 70% of our K-12 student assessments fall below grade-level proficiency in Math.

Critical Root Cause 1: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 1 Areas: Instructional Practices and Supports

Problem Statement 2: Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA.

Critical Root Cause 2: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.

Problem Statement 2 Areas: Instructional Practices and Supports

Problem Statement 3: According to the 24-25SY certification numbers, only 20% of the career-tech/work-based learning pathway students pass the certification pathway to receive completer status.

Critical Root Cause 3: The root cause analysis reveals a lack of mentorship opportunities and academic support the accomplish testing with confidence.

Problem Statement 3 Areas: Student Success - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- CTE
- Curriculum Based Measures
- End-of-Unit Assessments
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior

- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Dual credit College Prep
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Revised/Approved: November 14, 2025

Inquiry Area 1: Student Success

SMART Goal 1: Student will improve their Math competency through enhanced staff development on personalized learning pedagogy, PLC structures, and assessment as measured by observation, access to learner-centered framework resource, and stakeholder surveys.

State Priorities:

Implementing reading & math resources, Math in 4-8, CCR in secondary

Improvement Strategy 1 Details				Reviews											
<p>Improvement Strategy 1: Develop the Learner-Centered Framework across all grade bands through the development of course summary documents to support student learning.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 40%;">Actions for Implementation</th> <th style="width: 40%;">Person(s) Responsible</th> <th style="width: 10%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Math course summary documents for each grade level will be aligned to new curriculum.</td> <td>(All staff) Expected results: increase opportunities for Churchill students to have multiple learning pathways</td> <td style="text-align: center;">First Semester</td> </tr> </tbody> </table> <p>Resources Needed: Professional development monetary resources, designated time for staff development; PLC support & guidance;</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Instructional Practices and Supports 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Math course summary documents for each grade level will be aligned to new curriculum.	(All staff) Expected results: increase opportunities for Churchill students to have multiple learning pathways	First Semester	Status Check			EOY Reflection
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Nov	Jan	Mar	June												
Revisions needed	No review	No review													

SMART Goal 1 Problem Statements:

Instructional Practices and Supports
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Inquiry Area 1: Student Success

SMART Goal 2: Student will improve their ELA competency through enhanced staff development on personalized learning pedagogy, PLC structures, and assessment as measured by observation, access to learner-centered framework resource, and stakeholder surveys.

State Priorities:

Implementing reading & math resources, Literacy in K-3, CCR in secondary

Improvement Strategy 1 Details				Reviews								
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SMART Goal 2 Problem Statements:

Instructional Practices and Supports
<p>Problem Statement 2: Over 70% of our K-12 student assessments fall below grade-level proficiency in ELA. Critical Root Cause: Gaps and inconsistencies exist across all grade levels in capacity to utilize formative and summative assessments to gauge learning for all students.</p>

Inquiry Area 2: Connectedness

SMART Goal 1: Churchill CSD will increase work based learning opportunities for students through the development of community-based internships and dual credit opportunities for students.

State Priorities:

CCR in secondary, Workforce, Innovation

Improvement Strategy 1 Details				Reviews								
Improvement Strategy 1: Develop community advisory board that will work with the work--based coordinator to facilitate opportunities to engage students in community internships, mentorship support programs, and college/scholarship application support to reduce chronic absenteeism and increase graduation rates for students.				Status Check			EOY Reflection					
				Nov	Jan	Mar	June					
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Evidence Level Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 2												

SMART Goal 1 Problem Statements:

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Inquiry Area 2: Connectedness

SMART Goal 2: Churchill CSD will provide Safe Talk professional development to 100% of staff members to help them identify the signs of depression and gain knowledge of the supports available in our community and MTSS framework to support students and staff.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Provide training to 100% of staff on Safe Talk before the start of the school year.				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Track attendance to capture 100% of staff members	Grants Manager	Summer	In progress	No review	No review	
Evidence Level Level 4: Demonstrate Rationale: SEL needs of students Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 2 - Instructional Practices and Supports 1, 2							

SMART Goal 2 Problem Statements:

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Inquiry Area 3: Instructional Practices and Supports

SMART Goal 1: Churchill County School District will adopt state-approved curriculum programs for ELA and Mathematics, and site principals will ensure the programs are implemented with fidelity by the end of the 2025-2026 school year.

State Priorities:

Implementing reading & math resources, Literacy in K-3, Math in 4-8, CCR in secondary

Improvement Strategy 1 Details				Reviews															
Improvement Strategy 1: We will fully implement the adopted curriculum. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 40%;">Actions for Implementation</th> <th style="width: 20%;">Person(s) Responsible</th> <th style="width: 30%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Work with board of trustees to update Board Policy and district regulation on curriculum.</td> <td style="text-align: center;">Superintendent</td> <td style="text-align: center;">Summer/ Fall</td> </tr> </tbody> </table> <p>Resources Needed: N/A</p> <p>Evidence Level Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 2 - Instructional Practices and Supports 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Work with board of trustees to update Board Policy and district regulation on curriculum.	Superintendent	Summer/ Fall	Status Check			EOY Reflection				
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Nov	Jan	Mar	June																
In progress	No review	No review																	
Improvement Strategy 2 Details				Reviews															
Improvement Strategy 2: School leaders will identify teacher leaders to assist with implementation, modeling, and training on key components of the programs, and ensure at least 75% of instruction be centered on the use of adopted curriculum programs. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 30%;">Actions for Implementation</th> <th style="width: 30%;">Person(s) Responsible</th> <th style="width: 30%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Select Implementation Specialist</td> <td style="text-align: center;">School Leadership</td> <td style="text-align: center;">Fall</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Develop monitoring plan at site level</td> <td style="text-align: center;">School Leadership</td> <td style="text-align: center;">Fall</td> </tr> </tbody> </table> <p>Resources Needed: Funding for extra duty stipends</p> <p>Evidence Level Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Select Implementation Specialist	School Leadership	Fall	2	Develop monitoring plan at site level	School Leadership	Fall	Status Check			EOY Reflection
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1	Select Implementation Specialist	School Leadership	Fall																
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Improvement Strategy 3 Details				Reviews											
<p>Improvement Strategy 3: We will have educators meet regularly in professional learning community groups to analyze student achievement, plan for instruction and assessment of content, and instructional techniques. Additionally, we will provide professional development to 100% of ChurchillCSD educators focused on Tier I teaching practices, the adopted curriculum, and MTSS processes.</p> <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Schedule professional development for i-Ready, Savvas, and MH Math to support implementation of content.</td> <td>Assistant Superintendent</td> <td>Summer</td> </tr> </tbody> </table> <p>Resources Needed: None: Existing contracts provide for PD</p> <p>Evidence Level Level 1: Strong: Hattie's research on teacher clarity, teacher credibility, and collective teacher efficacy</p> <p>Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 2 - Instructional Practices and Supports 1, 2</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Schedule professional development for i-Ready, Savvas, and MH Math to support implementation of content.	Assistant Superintendent	Summer	Status Check			EOY Reflection
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SMART Goal 1 Problem Statements:

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<p>Problem Statement 1: According to the 24-25SY certification numbers, only 20% of the career-tech/work-based learning pathway students pass the certification pathway to receive completer status. Critical Root Cause: The root cause analysis reveals a lack of mentorship opportunities and academic support the accomplish testing with confidence.</p>
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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at our school involves the Superintendent, Assistant Superintendent, Principals, Assistant Principals, Teachers, MTSS Coordinator, Data Coordinator (Infinite Campus), Public Information Officer, Human Resources, parents who attend Title I meetings, Director of Learning & Innovation, Director of Inclusive Services, School Counselors, Nurse, Safe School Professionals, SIT Coordinators, Title VI Coordinators, and the President of the Teacher's Union. This team meets quarterly to analyze student performance data, survey feedback, and program evaluations to ensure alignment between school improvement goals and the identified needs of our students and community.

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

The ChurchillCSD creates space and meetings that include staff, parents, and community members, meeting once in the fall and once in the spring to review plans and provide feedback for revisions. Additionally, two Title I meetings are held annually—one in the fall at the district office and one in the spring—and each school hosts a Title I information table at their Back-to-School Night to engage stakeholders. Further feedback is collected through surveys and public forums, ensuring the plan reflects diverse perspectives. Student handbooks and compacts are also reviewed in the fall and spring to maintain alignment with stakeholder needs and expectations.

2.2: Regular monitoring and revision

ChurchillCSD holds quarterly status checks with teams responsible for monitoring each strategy, documenting lessons learned and next steps in Plan4Learning. The process incorporates school climate surveys from the Nevada Department of Education, MTSS Big 5 Reports—tracking attendance, behavior, course performance, discipline, and social-emotional data—and TISS reporting with the University of Nevada Reno and NDE. These data sources ensure plans remain responsive to student and community needs.

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

The SPP and DPP will be available on our school district website in multiple languages to meet the needs of our community.

2.4: Opportunities for all children to meet State standards

The Title I funded initiatives in the plan focus on ensuring all children have equitable access to high-quality education that enables them to meet State standards. Key initiatives include:

1. **Targeted Academic Support:** Providing additional instructional support, such as small group tutoring and intervention programs, to students at risk of falling behind academically.
2. **Professional Development for Teachers:** Offering ongoing training to educators on best practices, differentiated instruction, and research-based strategies to meet the needs of diverse learners.
3. **Family Engagement:** Engaging families through regular communication and parent conferences, district Title I meetings, etc., to support student learning at home and strengthen the home-school connection.

4. **Access to Resources:** Ensuring all students have access to necessary learning materials, technology, and other resources to succeed academically.

These initiatives aim to address students' individual needs, promote inclusive learning environments, and help all children achieve proficiency in line with Nevada State Content Standards.

2.5: Increased learning time and well-rounded education

The Title I funded initiatives in the plan designed to provide increased learning time and a well-rounded education include:

1. **Extended Learning Time:** Offering after-school programs, summer school, or additional instructional hours to give students more time for academic enrichment and support outside of regular school hours.
2. **Enrichment Programs:** Providing extracurricular activities, including Fallon Youth Center tutoring, high school and middle school credit recovery programs, and involving STEM (Science, Technology, Engineering, and Math) to ensure students receive a comprehensive education that supports their social, emotional, and academic development.
3. **Tutoring and Academic Interventions:** Implementing targeted academic interventions during the school day or outside regular hours to reinforce core subjects and support students who need extra help to meet State standards.

These initiatives aim to enhance learning opportunities for all students and ensure they receive a balanced education that fosters academic success and personal growth.

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

The Title I funded initiatives in the plan address the needs of all students, particularly at-risk students, including:

1. **Targeted Academic Interventions: Providing individualized or small-group instruction to at-risk students, focusing on areas where they may struggle to ensure they catch up to grade-level expectations through after-school tutoring at the Fallon Youth Center and high school and middle school recovery at the sites.**
2. **Social-Emotional Support: Offering counseling, safe school professional support, SIT, and Indian Education Family support to address at-risk students' mental health and emotional needs, fostering a positive learning environment.**
3. **Access to Additional Resources:** Ensuring that at-risk students have access to necessary academic resources, such as tutoring, learning materials, and technology, to bridge gaps in their learning.
4. **Professional Development for Teachers:** Training educators on strategies for differentiating instruction and supporting diverse learners, particularly those at risk, to ensure they have the skills to effectively meet all students' needs.

These initiatives aim to provide a holistic approach to supporting at-risk students, ensuring they have the resources, time, and support to succeed academically.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan (SPP) is annually evaluated through a comprehensive review process that includes analyzing student performance data, assessing the effectiveness of implemented strategies, and gathering feedback from Administrators, staff, students, and parents. This evaluation informs adjustments and improvements to the plan for the following year to ensure continuous growth and alignment with academic goals.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The District collaborates with school administrators, teachers, and parent representatives to develop the Parent Involvement and Family Engagement Policy. The policy is distributed during the Parent Involvement and Family Engagement Information Nights held at the District Office in the Fall and Spring, at each school's open house during the first week of school, and during biannual parent conferences. Additionally, the policy is accessible on our website.

4.2: Offer flexible number of parent involvement meetings

To provide a flexible number of parent involvement opportunities, we offer multiple events at different times throughout the day, at all sites, and on various days to accommodate families' diverse schedules. These opportunities include parent conferences, flexible individual meetings, and group evening meetings at sites and districts, as well as ensuring that parents can engage with the school community in a way that fits their availability and needs.

5.1: Determine which students will be served by following local policy

To determine which students will be served by Title I funding, ChurchillCSD policy outlines a comprehensive set of criteria prioritizing students at risk of not meeting state academic standards. These students are identified through a multi-faceted approach that includes a review of performance data, such as MAP (NWEA) test scores, i-Ready, and SAVVAS progress, which assess students' academic growth and proficiency. Additionally, the school's MTSS (Multi-Tiered System of Supports) team conducts regular reviews of student performance, considering factors such as classroom assessments, teacher recommendations, and overall academic progress.

The identification process also considers socioeconomic status, as students from low-income households are often more at risk of academic underachievement. English language proficiency is another key factor in ensuring that English learners receive the necessary support to succeed academically. Special education needs are also considered, ensuring that students with disabilities receive the accommodations and services required to meet their academic goals. This comprehensive approach ensures that Title I resources are allocated to students needing additional academic support in alignment with district and state regulations.

By utilizing multiple data sources and considering various student factors, ChurchillCSD ensures that Title I funding is directed to those who will benefit most, fostering an equitable learning environment for all students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carol Johnson	Grant Coordinator	Title I	1.0
Kathryn Bervin-Mueller	Director of Learning & Innovation	Title I	1.0

Community Outreach Activities

Activity	Date	Lesson Learned
Title I: All Schools Meeting	October 29, 2025	<p>State and Federal Grants were explained, School Improvement Goals were discussed, and resources available in the community.</p> <p>One mother shared a concern about her son not doing his best on the i-Ready Diagnostic Assessment. He has been getting work too easy for him on his path. The site principal is working with her on correcting that. It led to a discussion about assessments and interventions.</p> <p>Staff members in attendance suggest we hold the event at school sites to improved attendance.</p>