

# Clark County School District

## Galloway, Fay ES

### 2025-2026 School Improvement Plan

Title I, ATSI



# Mission Statement

At Fay Galloway Elementary School, our mission is to foster a vibrant learning community where every child is nurtured to grow, learn, and thrive.

## Vision

Our vision is to cultivate a generation of lifelong learners who are not only academically accomplished but also deeply empathetic, open to the endless possibilities of the future, and guided by unwavering integrity.

We strive to foster a community where the pursuit of knowledge is not merely a task but a lifelong journey, where individuals are empowered to continually seek growth and enlightenment while upholding the highest standards of honesty and ethical conduct. We aspire to nurture a generation of scholars who not only excel academically but also embody integrity, empathy, understanding, and compassion in their interactions with others.

We believe that education is a collaborative effort that extends beyond the walls of our school. Therefore, we actively seek to engage parents, families, and the broader community as partners in our mission. By building strong partnerships and fostering positive relationships, we create a supportive and inclusive community where every member feels valued, respected, and empowered to contribute to the success of our students.

Our aim is to instill in students a sense of curiosity and wonder, guiding them to explore the vast expanse of human knowledge and to embrace the diverse perspectives that shape our world. By cultivating these qualities, we endeavor to prepare them not only for the challenges of today but also to be resilient, adaptable, and open-minded individuals who are ready to embrace the ever-evolving landscape of the future. (Created August, 2024)

## 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/fay\\_galloway\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/fay_galloway_elementary_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Based on a review of SBAC data, math proficiency increased from 38.4% to 48.6%, and reading proficiency rose from 40.0% to 48.6% from the 2023–2024 school year to the 2024–2025 school year.

### Student Success Areas for Growth

Reading MAP Assessment data show that students in the 0-40th percentile increased from 38% in winter to 39% in spring. Students above the 60th percentile decreased from 45% in winter to 44% in spring. Math MAP Assessment data show that students in the 0-40th percentile increased from 38% in winter to 39% in spring. Students above the 60th percentile decreased from 45% in winter to 44% in spring. 2023-2024 SBAC data show that 40% of students are proficient in reading and 39.4% of students are proficient in math. This indicates a decrease of 0.7 percentage points in reading and a 2.8 percentage point increase in math from the 2022-2023 school year.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP % (Math 12%/Reading 13%)	Educators will facilitate language-focused small group instruction. <ul style="list-style-type: none"><li>• WIDA assessment preparations<ul style="list-style-type: none"><li>◦ Small group instruction</li><li>◦ WIDA practice assessments</li></ul></li></ul>
Foster/Homeless	Homeless % (Math 100%/Reading 100%)	The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>		Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning on how to analyze and interpret data related to the performance of free and reduced lunch students and use this data to inform instructional strategies.
<b>Migrant/Title1-C Eligible</b>		
<b>Racial/Ethnic Minorities</b>	Black/African American subgroups: % (Math 28%/Reading 25%) Hispanic/Latino: % (Math 41%/Reading 38%)	Teachers will participate in professional learning focused on equity in education, culturally responsive teaching, and strategies for closing achievement gaps.
<b>Students with IEPs</b>	IEP% (Math 18%/Reading 16%)	Special education teachers and special education instructional facilitator will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. SSD project facilitator provides individualized professional learning and leads data conversations with special education teachers.

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Proficiency in reading has decreased, and while proficiency in math has increased, overall, Math and ELA proficiency is low. Spring MAP Growth data shows 48% of students are projected to be proficient in math, and 43% of students are projected to be proficient in reading on the state summative assessment.  
**Critical Root Cause:** Lack of consistent implementation of PLCs. Second year of implementation of a Tier I ELA program. Inconsistent Tier I differentiation and small group instruction.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

*Teachers are using common formative assessments to support rich data conversations. We have a common PLC agenda/minutes template to support the implementation of PLCs.*

## Adult Learning Culture Areas for Growth

*Not all grade-level teams utilized schoolwide PLC agenda/minutes template to guide meeting conversations.*

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	LEP % (Math 12%/Reading 13%)	Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning focused on effectively planning instruction to support English learners.
<b>Foster/Homeless</b>	Homeless % (Math 100%/Reading 100%)	Teachers will analyze data in PLC and make instructional decisions based on student data. The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
<b>Free and Reduced Lunch</b>		Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning on how to analyze and interpret data related to the performance of free and reduced lunch students and use this data to inform instructional strategies.

Student Group	Challenge	Solution
<b>Migrant/Title1-C Eligible</b>		
<b>Racial/Ethnic Minorities</b>	Black/African American subgroups: % (Math 28%/Reading 25%) Hispanic/Latino: % (Math 41%/Reading 38%)	Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning focused on equity in education, culturally responsive teaching, and strategies for closing achievement gaps.
<b>Students with IEPs</b>	IEP% (Math 18%/Reading 16%)	Special education teachers and special education instructional facilitator will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** PLCs are not being consistently implemented in alignment with the PLC structure/documents schoolwide.

**Critical Root Cause:** Lack of accountability, first year of a schoolwide PLC structure.

# Connectedness

## Connectedness Areas of Strength

Overall, students feel safe at school and feel like they are treated respectfully by staff.

## Connectedness Areas for Growth

Building peer-to-peer relationships and respect for diversity among students. On the 2024-2025 districtwide survey, only 66.4% of students responded positively to the statement, “Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability.” This is a decrease from the prior year (69.44%).

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP % (Math 12%/Reading 13%)	Teachers will use cooperative learning strategies, such as group projects and peer tutoring, to encourage interaction between ELL students and their peers and assign diverse groups to promote cross-cultural understanding and friendships.
Foster/Homeless	Homeless % (Math 100%/Reading 100%)	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch		The school counselor and social worker will work to build partnerships with community organizations that support FRL families. These partnerships can offer additional resources, such as tutoring, mentoring, and after-school programs.
Migrant/Title1-C Eligible		

Student Group	Challenge	Solution
<b>Racial/Ethnic Minorities</b>	Black/African American subgroups: % (Math 28%/Reading 25%) Hispanic/Latino: % (Math 41%/Reading 38%)	Teachers will use group work and cooperative learning techniques that promote interaction and collaboration among students from diverse backgrounds.
<b>Students with IEPs</b>	IEP% (Math 18%/Reading 16%)	Teachers will pair students with IEPs with supportive peers to foster collaboration and positive relationships.

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** On the CCSD Districtwide Survey, 69.44% of students reported that students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability. This is a decrease from 77.85% in 2023.

**Critical Root Cause:** Students are still showing the effects of the lack of face-to-face social interaction with peers during COVID restrictions. Lack of family engagement and classroom community contributes to diminished peer relationships. Due to low student achievement, the focus solely on academics has impacted teaching social skills.

**Problem Statement 2 (Prioritized):** Galloway Elementary School is experiencing a significant challenge with chronic absenteeism, evidenced by a 2024-2025 baseline rate of 21.4% of students being chronically absent. This high rate impedes consistent student engagement in learning, negatively impacts academic achievement, and disrupts the overall continuity of instruction and school community.

**Critical Root Cause:** Inconsistent proactive identification and early intervention for students trending towards chronic absenteeism. Varying levels of student and family engagement with the importance of consistent daily attendance.

# Priority Problem Statements

**Problem Statement 1:** On the CCSD Districtwide Survey, 69.44% of students reported that students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability. This is a decrease from 77.85% in 2023.

**Critical Root Cause 1:** Students are still showing the effects of the lack of face-to-face social interaction with peers during COVID restrictions. Lack of family engagement and classroom community contributes to diminished peer relationships. Due to low student achievement, the focus solely on academics has impacted teaching social skills.

**Problem Statement 1 Areas:** Connectedness

**Problem Statement 2:** PLCs are not being consistently implemented in alignment with the PLC structure/documents schoolwide.

**Critical Root Cause 2:** Lack of accountability, first year of a schoolwide PLC structure.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** Proficiency in reading has decreased, and while proficiency in math has increased, overall, Math and ELA proficiency is low. Spring MAP Growth data shows 48% of students are projected to be proficient in math, and 43% of students are projected to be proficient in reading on the state summative assessment.

**Critical Root Cause 3:** Lack of consistent implementation of PLCs. Second year of implementation of a Tier I ELA program. Inconsistent Tier I differentiation and small group instruction.

**Problem Statement 3 Areas:** Student Success

**Problem Statement 4:** Galloway Elementary School is experiencing a significant challenge with chronic absenteeism, evidenced by a 2024-2025 baseline rate of 21.4% of students being chronically absent. This high rate impedes consistent student engagement in learning, negatively impacts academic achievement, and disrupts the overall continuity of instruction and school community.

**Critical Root Cause 4:** Inconsistent proactive identification and early intervention for students trending towards chronic absenteeism. Varying levels of student and family engagement with the importance of consistent daily attendance.

**Problem Statement 4 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
  - Classroom observations, student work samples

## Adult Learning Culture

- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
  - master calendar, Tier I curriculum, common assessments

## Connectedness

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

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percentage of students that are scoring at or above the 60th percentile to 50% for Reading and 55% for Math, as measured by Spring 2026 MAP Growth Assessment.

**Formative Measures:** Increase the percent of students scoring at or above the 61st percentile in reading from 44% (spring 2025) to 50% (spring 2026) and in math from 48% (spring 2025) to 55% (spring 2026) by May 2026 as measured by MAP Growth Assessment.

Decrease the percent of students scoring at or below the 40th percentile in reading from 46% (spring 2025) to 37% (spring 2026) and in math from 38% (spring 2025) to 30% (spring 2026) by May 2025 as measured by MAP Growth Assessment.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																		
<p><b>Improvement Strategy 1:</b> Teachers will consistently use Tier 1 instructional materials. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback.</p> <p>Teachers will use common district developed resources during reading and mathematics instruction including learning progressions, learning intentions and success criteria.</p> <p>Teachers will implement small group differentiated instruction.</p> <p>The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Action #</th> <th style="width: 45%;">Actions for Implementation</th> <th style="width: 20%;">Person(s) Responsible</th> <th style="width: 25%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Teachers will provide high-quality Tier I instruction in reading and mathematics using enVision Mathematics 2020 and HMH Into Reading.</td> <td>Administrators</td> <td>2025-2026</td> </tr> <tr> <td style="text-align: center;">2</td> <td>enVision Mathematics 2020 and HMH Into Reading assessments will be utilized as common assessments for each grade level. Teachers will participate in LETRS professional learning.</td> <td>Administrators</td> <td>2025-2026</td> </tr> <tr> <td style="text-align: center;">3</td> <td>All teachers will include math fluency in the math block using Number Talks (K-2 and SPED) and Fact Tactics (3-5 and STAR). Grade-level PLCs will meet twice per week to unwrap standards utilizing District developed resources and analyze student data.</td> <td>Administrators</td> <td>2025-2026</td> </tr> </tbody> </table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers will provide high-quality Tier I instruction in reading and mathematics using enVision Mathematics 2020 and HMH Into Reading.	Administrators	2025-2026	2	enVision Mathematics 2020 and HMH Into Reading assessments will be utilized as common assessments for each grade level. Teachers will participate in LETRS professional learning.	Administrators	2025-2026	3	All teachers will include math fluency in the math block using Number Talks (K-2 and SPED) and Fact Tactics (3-5 and STAR). Grade-level PLCs will meet twice per week to unwrap standards utilizing District developed resources and analyze student data.	Administrators	2025-2026	Status Check		EOY Reflection
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Oct	Feb	June																				
No review	No review																					

Action #	Actions for Implementation	Person(s) Responsible	Timeline
4	All teachers will engage students with District developed learning intentions and success criteria throughout math and reading lessons. Instructional assistants will push in to support differentiated Tier 1 and 2 in reading and math.	Administrators	2025-2026
5	Teachers will utilize IXL for reading and mathematics aligned with student MAP data..	Administrators	2025-2026
6	The Instructional Team will conduct learning walks utilizing District developed look-for tools to determine needs for differentiated professional learning.	Administrators and Strategists	2025-2026
7	Teachers will participate in grade-level data meetings after Winter MAP Growth assessment.	Administrators	2025-2026
8	SSD will provide 95 Comprehension Kits and professional learning for learning strategists and instructional assistants.	Administrators	2025-2026
9	RTI team will conduct grade-level check-in meetings with teachers.	Administrators	2025-2026
10	Targeted data analysis PLC dates will be scheduled throughout the school year.	Administrators	2025-2026
11	Teachers will implement differentiated small group Tier I instruction in reading and math.	Administrators	2025-2026
12	Learning strategists will lead peer observations utilizing rubric to determine needs for differentiated professional learning.	Strategists	2025-2026

**Position Responsible:** Admin

**Resources Needed:** enVision Mathematics 2020

HMH Into Reading

95 Phonics

IXL

District developed resources (Elementary Math Framework, Literacy Framework, pacing guides, Teacher Clarity Guides, Curriculum Hub)

Professional learning

Schedule of learning walks

Staff Development Days

Dedicated professional learning time

Dedicated PLC time

Substitutes

95 Comprehension Kits

Peer observation rubric and schedule

**Schoolwide and Targeted Assistance Title I Elements:**

2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**

Level 1: Strong: Core 95 Phonics

Level 2: Moderate: HMH Reading  
 Level 3: Promising: EnVision Mathematics 2020

**Problem Statements/Critical Root Cause: Student Success Strategy 2 Details**

**Reviews**

**Improvement Strategy 2:** Conduct intensive Tier 1 and 2 differentiated instruction to meet student needs and provide growth opportunities.

**Status Check**

**EOY Reflection**

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Master schedule will include dedicated acceleration blocks.	Administrators	2025-2026
2	Teachers will dedicate time in math and reading for Tier 1 differentiated instruction groups daily.	Administrators	2025-2026
3	Teachers will collaborate and share instructional strategies during PLCs.	Administrators	2025-2026
4	PLC time will be dedicated to unwrapping academic standards, reviewing student assessment data and planning for differentiated instruction.	Administrators	2025-2026
5	Teachers will use student data, teacher observation, including weekly and unit assessments to fluidly group students based on student needs and skill sets.	Administrators	2025-2026
6	Instructional assistants will push in to support differentiated Tier 1 and 2 in reading and math.	Administrators	2025-2026
7	Teachers will utilize IXL for reading and mathematics aligned with student MAP data.	Administrators	2025-2026
8	RTI team will conduct grade-level check-in meetings with teachers.	Administrators	2025-2026
9	Targeted data analysis PLC dates will be scheduled throughout the school year.	Administrators	2025-2026
10	Learning strategists will engage teachers in coaching cycles.	Strategists	2025-2026
11	Learning strategists will lead peer observations utilizing rubric to determine needs for differentiated professional learning.	Strategists	2025-2026
12	Specialists will implement Tier II acceleration groups.	Administrators	2025-2026

Oct	Feb	June
No review	No review	

**Position Responsible:** Admin  
**Resources Needed:** Instructional Assistants  
 enVision Mathematics 2020  
 HMH Into Reading  
 95 Phonics  
 IXL  
 95 Comprehension Kit  
 Tier II mathematics instructional materials  
 Professional learning  
 Peer observation rubric and schedule

**Schoolwide and Targeted Assistance Title I Elements:**

2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**

Level 1: Strong: Core 95 Phonics

Level 2: Moderate: HMH Into Reading

Level 3: Promising: EnVision Mathematics 2020

**Problem Statements/Critical Root Cause:** Student Success 1

**SMART Goal 1 Problem Statements:**

**Student Success**

**Problem Statement 1:** Proficiency in reading has decreased, and while proficiency in math has increased, overall, Math and ELA proficiency is low. Spring MAP Growth data shows 48% of students are projected to be proficient in math, and 43% of students are projected to be proficient in reading on the state summative assessment. **Critical Root Cause:** Lack of consistent implementation of PLCs. Second year of implementation of a Tier I ELA program. Inconsistent Tier I differentiation and small group instruction.

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By the end of the 2025-2026 school year 100% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by observations of PLC meetings using the the Galloway PLC Observation Tool.

**Formative Measures:** Through implementing quality and consistent PLCs, teachers will unwrap standards to plan for rigorous Tier I instruction aligned with the standards and utilize data to differentiate instruction, thereby increasing student outcomes in ELA and math.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																																											
<b>Improvement Strategy 1:</b> Improve the quality and consistency of PLCs by implementing a schoolwide structure for PLCs.				Status Check		EOY Reflection																																									
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**SMART Goal 1 Problem Statements:**

## Adult Learning Culture

**Problem Statement 1:** PLCs are not being consistently implemented in alignment with the PLC structure/documents schoolwide. **Critical Root Cause:** Lack of accountability, first year of a schoolwide PLC structure.

### **Inquiry Area 3: Connectedness**

**SMART Goal 1:** Increase the percentage of students responding positively to the statement, "Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability" from 66.4% to 80% (increase of 20%) on the 2025-2026 CCSD Districtwide Survey.

**Formative Measures:** The intended outcome is to improve peer-to-peer relationships and a feeling of respect for diversity among students.

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																																																								
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 No review | No review |  || **Position Responsible:** Admin  **Resources Needed:** Second Step curriculum  Funding for Panther Den supplies  Student Success Advocate  Funding for Positive Panther celebrations  5-Star Students  Professional learning for staff around restorative practices   **Evidence Level**  **Problem Statements/Critical Root Cause:** Connectedness 1 | | | |  |  |  |

## SMART Goal 1 Problem Statements:

### Connectedness

**Problem Statement 1:** On the CCSD Districtwide Survey, 69.44% of students reported that students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability. This is a decrease from 77.85% in 2023. **Critical Root Cause:** Students are still showing the effects of the lack of face-to-face social interaction with peers during COVID restrictions. Lack of family engagement and classroom community contributes to diminished peer relationships. Due to low student achievement, the focus solely on academics has impacted teaching social skills.

### **Inquiry Area 3: Connectedness**

**SMART Goal 2:** By May 22, 2026, our school will reduce its chronic absenteeism rate by 10% from the 2024-2025 school year baseline of 21.4%, resulting in a target rate of 19.26%, as measured by attendance data in Infinite Campus.

**Formative Measures:** Bi-weekly attendance will be monitored to identify students who are accumulating absences at a rate that suggests they will likely become chronically absent (10% absences).

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement a Proactive, Data-Driven Multi-Tiered System of Support (MTSS) for Attendance				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Establish a Dedicated, Cross-Functional Attendance Intervention Team consisting of administration, Student Success Advocate, Strategist, and School Clerk.	Administrators	2025-2026 School Year	No review	No review	
2	Review and revise the Galloway Elementary Attendance Intervention Plan.	Attendance Intervention Team	2025-2026 School Year			
3	Follow the procedures in the Galloway Elementary Schoolwide Attendance Intervention System for specific numbers of absences detailed in the plan.	Administrators, Teachers, Student Success Advocate, Clerk	2025-2026 School Year			
4	Hold bi-weekly attendance intervention team meetings to analyze attendance data and identify Tier II and Tier III students for interventions.	Administrators	2025-2026 School Year			
5	Implement Tier I strategies for daily attendance - daily attendance tracker, Random Attendance Days (RAD), quarterly Proud to Be Present Panther Family Hangout, class rewards for perfect attendance.	Administrators	2025-2026 School Year			
6	Implement Tier II/III strategies for identified students - check-in with SSA, attendance contract, parent meeting with administration.	Student Success Advocate	2025-2026 School Year			
7	Evaluate effectiveness of the attendance plan quarterly through data analysis. Adjust strategies as needed based on attendance data and feedback from students, parents, and staff.	Attendance Intervention Team	2025-2026 School Year			
<p><b>Position Responsible:</b> Admin</p> <p><b>Resources Needed:</b> Student Success Advocate Funding for RAD rewards Funding for Proud to Be Present Panther Family Hangouts</p> <p><b>Evidence Level</b> Level 1: Strong: MTSS Framework</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 2</p>						

**SMART Goal 2 Problem Statements:**

## Connectedness

**Problem Statement 2:** Galloway Elementary School is experiencing a significant challenge with chronic absenteeism, evidenced by a 2024-2025 baseline rate of 21.4% of students being chronically absent. This high rate impedes consistent student engagement in learning, negatively impacts academic achievement, and disrupts the overall continuity of instruction and school community. **Critical Root Cause:** Inconsistent proactive identification and early intervention for students trending towards chronic absenteeism. Varying levels of student and family engagement with the importance of consistent daily attendance.

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

Please see the Continuous Improvement Team table included in this plan.

## 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

Title I funding is used to fund 2.26 teachers to support smaller class sizes and differentiated instruction for more targeted learning.

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

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

## 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**

There are multiple opportunities for parent involvement. We host an open house in the evening at the beginning of the school year and a meet and greet in the afternoon prior to the start of the school year. SOT meetings are held virtually after school. We host monthly parent meetings in the morning on the first Friday of each month. Each grade level hosts a family engagement evening during the school year where they engage with students and learn about ways to support student learning.

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

N/A

# Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,809,442.38	This allows for our instructional assistants who provide support to students identified as critical tier 2. To support activities such as substitute teachers for data days for teachers and parent activities. To also fund an additional learning strategist and a student success advocate.	Inquiry Areas 1, 2, and 3
At-Risk Weighted Allocation	\$191,767.30	To fund teacher salaries in order to decrease class size.	Inquiry Areas 1, 2, and 3
EL Weighted Allocation	\$35,680.86	To fund partial teacher salaries who support to students with identified needs for EL support.	Inquiry Areas 1, 2, and 3
General Carry Forward	\$326,617.10	This allows for our instructional assistants who provide support to students identified as critical tier 2. To support activities such as substitute teachers for data days for teachers and parent activities. To also fund an additional learning strategist and a student success advocate.	Inquiry Areas 1, 2, and 3
At-Risk Weighted Carry Forward	\$139,859.74	To fund teacher salaries in order to decrease class size.	Inquiry Areas 1, 2, and 3
EL Weighted Carry Forward	\$3,867.20	To fund partial teacher salaries who support to students with identified needs for EL support.	Inquiry Areas 1, 2, and 3
Title IA	\$219,912.00	To fund two teachers to help reduce class size and one learning strategist. This funding source will also be used to support website.	Inquiry Areas 1, 2, and 3

# School Continuous Improvement Team

<b>Team Role</b>	<b>Name</b>	<b>Position</b>
Principal	Barbara Griffin	Principal
Assistant Principal	Jessica Knudson	Assistant Principal
Learning Strategist	Dwayne Hushaw	Learning Strategist
RBG3 Strategist	Laura Theis	RBG3 Strategist
Teacher	Amber Holman	SEIF
Teacher	Courtney Hitchcock	Teacher
Teacher	Patricia Davis	Teacher
Teacher	Dajana Henderson	Teacher
Teacher	Nicole Szynski	Teacher
Teacher	Kelly Recca	Teacher
Teacher	Luis Medrano	Teacher
Teacher	Stacy Carney	Teacher
Support Staff/Parent	Tiffany Crocker	SPTA
Parent	Ana Marie Binder	Parent

# Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection