

Clark County School District

Goldfarb, Daniel ES

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI, AB219



Mission Statement

Goldfarb’s mission is to inspire all Jr. Wildcats to meet high expectations through relationships, collaboration, and honor.

Vision

Goldfarb’s diverse community strives to support all learners in reaching their full potential.

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/dan_goldfarb_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

The Continuous Improvement Team and the School Organizational Team (SOT) held a meeting to analyze recent school data and identified the plus and delta of each system implemented at the school. As a team, we also identified our needs for improvement to continually and consistently increase student achievement. Title 1 funds were utilized to purchase class-size reduction teachers that helped our teachers provide rigorous instruction to less number of students in a class and eventually led to close achievement gap. In MAP Math from the Spring 2024-2025, Kinder, first, second, third, and fourth met projected growth. In WIDA for the 2024-2025, 3% are in Bridging Category and 29.5% are in Expanding Category.

Student Success Areas for Growth

MAP Reading scores from winter 2024-2025 to spring 2024-2025 showed a decrease of 1% of students who are above 40th percentile. 5th grade has only 46% of students above 40th percentile and did not meet our goal of 51%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
	AB 219 Data Reviewed ELL ELA Proficiency: 11.2% ELL Math Proficiency: 13.7% ELL WIDA Met AGP: 33.5%	AB 219 Student Success Improvement Strategy: HMH Into Reading K-5, 95 Phonics Core Program AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1 AB 219 Student Success Action Action Step 1: Implement HMH Into Reading program across all grade levels during Tier 1 instruction to develop ELLs foundational and comprehension skills so that students can apply decoding skills when engaging with printed text.

AB 219 Student Success Root Causes: As evidenced by the SBAC and WIDA assessment, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to:

- 1) Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.
- 2) Teachers need to acquire additional knowledge and skills to deliver effective grade-level Tier 1 designed to provide ELLs access to content that develops the English language, vocabulary, and content simultaneously.
- 3) Teachers need to acquire additional knowledge and skills pertaining to research-based language development strategies.

Students need discourse structures to build their language proficiency and increase their content achievement. Teachers need professional learning to acquire additional knowledge and skills pertaining to research-based language development strategies.

AB 219 Student Success Goals:

Mathematics Summative Assessment

Focus on increasing the percent of ELLs proficient in Math from 13.7% in 2024 to 18% by 2025, as measured by SBAC Math.

Language Arts Summative Assessment

Focus on increasing the percent of ELLs proficient in ELA from 11.2% in 2024 to 16% by 2025, as measured by SBAC ELA

Language Summative Assessment

Monitoring Plan: Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.

Person Responsible: Teachers, learning strategists, and administration

Action Step 2 : Implement 95 Phonics Core program across all grade levels during Tier 2 instruction to develop ELLs foundational skills so that students can apply decoding skills when engaging with printed text.

Monitoring Plan: Weekly classroom observations by administrators using the Tier 1 Monitoring Tool, Monthly data analysis of Tier 1 Monitoring Tool by grade level teachers, strategists, and administration.

Person Responsible: Teachers, learning strategists, Certified Temporary Tutors (CTTs), and administration

Action Step 3: After-school tutoring will be offered to all ELLs Monday through Thursday for an hour a day.

Monitoring Plan: Daily attendance and observations

Person Responsible: Tutoring leads and teachers

Action Step 4: Provide newcomer ELL students the opportunity to engage in Lexia English and Focused Language Study activities after school four days a week.

Monitoring Plan: Daily attendance by learning strategist, weekly observations by administration

Person Responsible: Administration and learning strategist

AB 219 Student Success Professional Learning

English Learners

	Goldfarb ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 33.5% (2023-2024 baseline data) to the 40% quartile by May 2025.	Professional Learning for teachers: What professional learning does the site need around rigorous content and language practice opportunities for ELL students? Provide professional learning opportunities for all teachers to engage in instructional rounds with a focus on the opportunities that students are provided to engage in productive discourse to make meaning of content.
Foster/Homeless	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Sending resources and manipulatives home with students.
Free and Reduced Lunch	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Provide after school tutoring
Migrant/Title1-C Eligible	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Ensuring digital access to instructional resources, tier 2 interventions
Racial/Ethnic Minorities	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Embed the "ROAR" mindset and promote a sense of community and belongingness

Student Group	Challenge	Solution
Students with IEPs	Inconsistencies of extended learning activities that engage students in discourse with academic content and vocabulary that is aligned with state instructional standards due to limited instruction.	Utilizing SEIF and highly qualified staff.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The percentage of students performing below the 40th percentile in Reading is 39% during MAP Spring 2024-2025 testing.

Critical Root Cause: Teachers have only been using the HMH ELA program for two years. ALL students did not have instruction with teachers who were fully trained, there was a lack of student engagement during instructional delivery, lack of higher DOK level tasks for students to engage, and small group differentiated instruction was not provided consistently in all classrooms to remediate.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff are willing to collaborate on the new ELA program and reflect and adjust instruction as needed.

Adult Learning Culture Areas for Growth

More time using program and following the Goldfarb ES PLC Protocol in unwrapping standards consistently, analyzing student data, and responding to instruction.

PLC Observation Tools showed that there is lack of discussion during PLCs on integrating higher DOK tasks in each lesson daily.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	<p>AB 219 Data Reviewed</p> <p>PLC Observation Tool Data: Reviewed weekly to identify supports needed in each grade level team in unwrapping standards, identifying learning intentions and success criteria, designing assessments, planning for initial instruction, and in analyzing and responding to students' assessment data.</p> <p>Classroom Observations: Reviewed weekly, using the Tier 1 Monitoring Tool, to identify trends and supports needed in each class.</p> <p>AB 219 Adult Learning Culture Root Causes:</p> <p>As evidenced by observed weekly PLC instructional conversations and Tier 1 instruction classroom observations, the problem is that ELL students have not been provided with ample opportunities to develop their language proficiency. A root cause of the low</p>	<p>AB 219 Adult Learning Culture Improvement Strategy: HMH into reading K-5 (4), Professional Learning Communities (PLC) (2)LETRS (Language Essentials for Teachers of Reading and Spelling)(3)</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4, 1,3</p> <p>AB 219 Adult Learning Culture Action</p> <p>Action Step 1: Provide opportunities for teachers to participate in LETRS and Tier 1 training to enhance instruction and student engagement for ELL students</p> <p>Monitoring Plan: Weekly, during classroom</p>

<p>English Learners</p>	<p>performance of English language learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of ELLs. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.</p> <p>AB 219 Adult Learning Culture Goals: Professional Learning and Collaboration</p> <p>Professional learning will be delivered to all teachers on LETRS by the end of the 24-25 school year. Teachers will provide ELL students with access to standards-based instruction as well as targeted instruction aimed at increasing proficiency in ELA and math, as measured by PLC observations and attendance.</p> <p>During the 2024-2025 school year, 100% of grade-level teams will participate in ELA Tier I instruction professional learning during weekly grade level meetings. All grade level teams will engage in Professional Learning Communities to unwrap standards, identify learning intentions and success criteria, determine learning progression, design formative and summative assessments, and analyze student data to plan for enrichment and intervention.</p>	<p>observations using Tier 1 Monitoring Tool</p> <p>Person Responsible: Administration, teachers, and learning strategists</p> <p>Action Step 2: Set clear expectations for PLC grade level teams to purposefully plan instruction that includes embedded ELL strategies.</p> <p>Monitoring Plan: Weekly, during PLCs using PLC Observation Tool</p> <p>Person Responsible: Administration, grade-level leads, and learning strategists</p> <p>AB 219 Adult Learning Culture Professional Learning</p> <p>Professional Learning for teachers: What professional learning does the site need around instructional practice for ELL students?</p> <p>Professional learning on quality Tier I instruction with embedded ELL strategies and LETRS.</p>
<p>Foster/Homeless</p>	<p>A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.</p>	<p>Use counselor and Communities in Schools (CIS) coordinator to support students in need. Provide resources as needed.</p>

Student Group	Challenge	Solution
Free and Reduced Lunch	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Use Certified Temporary Tutors (CTT) to support Tier 2 and Tier 3 instruction to meet the needs of the struggling students
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Educate staff on the importance of believing in all students, supporting all students and recognizing and embracing similarities as well as differences
Students with IEPs	A root cause of the low performance of learners in language proficiency and content achievement is the limited experience that teachers have with developing effective and rigorous lessons to address the needs of students. Students need teachers to build their capacity to differentiate lessons, scaffold activities, and embed discourse structure opportunities when planning for instruction.	Limit inclusion classrooms and support co teaching with special education staff to provide the least restrictive environment.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Common PLC unwrapping and data structures are not being used consistently across grade levels.

Critical Root Cause: Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.

Connectedness

Connectedness Areas of Strength

2023-2024 Chronic Absenteeism rate decreased from 2022-2023 of 32.4% to 26.8 in 2024-2024, a decrease of 5.6%.

Connectedness Areas for Growth

Students can improve achievement data and growth when they are at school learning.

Chronic absenteeism rate at the end of school year 2024-2025 is 26.8%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<p>English Learners</p>	<p>AB 219 Data Reviewed</p> <p>Districtwide Climate Survey</p> <p>Panorama Survey</p> <p>FocusEd Data: Behavior and Attendance</p> <p>AB 219 Connectedness Root Causes: As evidenced by the Chronic Absenteeism Data, the problem is that ELLs are not regularly attending school. Students need to be present consistently in order to continually learn the standards.</p> <p>AB 219 Connectedness Goals:</p> <p>Decrease the percent of ELL students who are chronically absent from 22.5% in the school year 2023-2024 to 17.5% in the school year 2024-2025.</p>	<p>AB 219 Connectedness Improvement Strategy: Counselor, Wrap-Around Services</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1, 4</p> <p>AB 219 Connectedness Action</p> <p>Action Step 1: Establish the house system to be proactive with attendance issues.</p> <p>Monitoring Plan: Schedules of one House Assemblies and Rewards</p> <p>Person Responsible: PBIS Team</p> <p>Action Step 2: Monitor attendance through attendance boards and attendance rewards</p> <p>Monitoring Plan: Daily attendance board, OUTSTANDING ATTENDANCE reward, Attendance Contracts</p> <p>Person Responsible: Wraparound team, PBIS Team</p> <p>AB 219 Connectedness Professional Learning</p> <p>Professional Learning is needed: What professional learning does the site need around Connectedness for ELL students?</p> <p>Professional Learning for all staff on PBIS to reinforce positive behavior.</p>

Student Group	Challenge	Solution
Foster/Homeless	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Small group mindset meetings with the School counselor, use all staff- custodians, lunch staff, office staff to build up students' sense of community.
Free and Reduced Lunch	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.
Students with IEPs	As evidenced by the Chronic Absenteeism Data, the problem is that students are not regularly attending school. Students need to be present consistently in order to continually learn the standards.	Use all staff including custodians, lunch staff, office staff to build up students' sense of community.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are not learning when they are not at school. Achievement data demonstrates that students who are not regularly attending school have low achievement or growth.

Critical Root Cause: Critical Root Causes About 1 / 3 of the whole student population have high absences because some families go on vacation for weeks, some families do not send their children to school even if they are just home or not sick, and some students are not motivated to come to school due to lack of student agency.

Priority Problem Statements

Problem Statement 1: The percentage of students performing below the 40th percentile in Reading is 39% during MAP Spring 2024-2025 testing.

Critical Root Cause 1: Teachers have only been using the HMH ELA program for two years. ALL students did not have instruction with teachers who were fully trained, there was a lack of student engagement during instructional delivery, lack of higher DOK level tasks for students to engage, and small group differentiated instruction was not provided consistently in all classrooms to remediate.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Common PLC unwrapping and data structures are not being used consistently across grade levels.

Critical Root Cause 2: Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students are not learning when they are not at school. Achievement data demonstrates that students who are not regularly attending school have low achievement or growth.

Critical Root Cause 3: Critical Root Causes About 1 / 3 of the whole student population have high absences because some families go on vacation for weeks, some families do not send their children to school even if they are just home or not sick, and some students are not motivated to come to school due to lack of student agency.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - Observations, PLC

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other
 - Tier 1 Monitoring Tool, MAP

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of all students scoring above the 40th percentile in Reading from 61%(Spring 2025) to 64% in (Winter 2025) to 66% (Spring 2026) as measured by MAP Growth.

Formative Measures: MAP Growth Assessment

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement a consistent curriculum for the third year in a row, use Kagan structures and collaborative discourse structures to increase student engagement, expose students to higher DOK level tasks, use anchor charts, Accountable Talk, and graphic organizers to support instruction, and conduct small group differentiated instruction.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Communicate with clarity the Tier 1 expectations and monitor the MTSS Tier 1 instruction implementation by utilizing the HMH "Look For" and classroom walkthroughs to ensure that there is 100% student engagement, exposure to higher DOK tasks, usage of anchor charts, graphic organizers, Accountable Talk, and small group differentiated instruction.	School Administrators	August 2025-May 2026			
2	Follow the CCSD pacing guides, aligned with HMH long-range plans & ensure ALL ELA standards are taught during academic year by ensuring academic discourse is occurring, using Accountable Talk, Kagan structures, and strategies such as RACES, anchor charts, graphic organizers, collaborative discourse structures that engage ALL students.	Classroom Teachers	August 2025-May 2026			
3	Ensure teachers set MAP Growth Goals during winter and spring testing.	School Administrators and Classroom Teachers	December 2025, May 2026			
4	Engage in Acceleration to meet the instructional needs of each student.	School Administrators, Classroom Teachers, Support Staff	August 2025-May 2026			
Position Responsible: School Administrators						

Resources Needed: Learning Strategists will engage in effective coaching cycle and schedule observations and model lessons
 Hire licensed CTT to assist with Acceleration
 Support teachers to create and manage small groups instructions
 Unwrapping standards format using the CCSD Clarity Guide
 Data review format- use format to review data after unwrapping standard and conducting an assessment
 Consistent RTI system using schoolwide flowchart
 Funds for after-school tutoring

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 4.1, 4.2

Evidence Level

Level 1: Strong: 95 Core Phonics (1)

Level 2: Moderate: Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2).

Level 3: Promising: Build a committed staff and provide professional development (1); EnVision Math 2020 Level 3; Exact Path (2).

Problem Statements/Critical Root Cause: Student Success 1

No review	No review	
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SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: The percentage of students performing below the 40th percentile in Reading is 39% during MAP Spring 2024-2025 testing. **Critical Root Cause:** Teachers have only been using the HMH ELA program for two years. ALL students did not have instruction with teachers who were fully trained, there was a lack of student engagement during instructional delivery, lack of higher DOK level tasks for students to engage, and small group differentiated instruction was not provided consistently in all classrooms to remediate.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the school year 2026, all grade level teams will collaborate during Professional Learning Community using the Goldfarb ES PLC Protocol of unwrapping standards, designing assessments, analyzing data, and determining next action steps for 5 "hard to teach, hard to learn" ELA standards.

Formative Measures: PLC Observation Tool

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide teachers with a PLC meeting structure and support in order to unwrap standards while using various data to improve instruction.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	No review	No review	
1	Grade level teams will engage in effective Professional Learning Communities (PLC) weekly to discuss learning intentions, success criteria, and learning progressions; determine instructional strategies, design formative and summative assessments, analyze data, and plan action steps for enrichment and intervention.	School Administrators, Classroom Teachers	August 2025-May 2026			
<p>Position Responsible: Principal</p> <p>Resources Needed: Time allocated for Professional Learning on PLC and Tier 1 expectations Weekly PLC meeting Prep Buyout Teacher Clarity Guide HMH Teacher Edition Data from various measures such as MAP Growth, common formative assessment, Fastbridge, and PSI Minutes collected from all PLCs and meetings Support, substitutes and creative scheduling as needed</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Evidence Level Level 2: Moderate: Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2) Level 3: Promising: Analyze data in PLCs (3); MAP Growth Assessments (2); Progress Monitoring (2)</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>						

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Common PLC unwrapping and data structures are not being used consistently across grade levels. **Critical Root Cause:** Staff needed more exposure and experience with following the schoolwide structure of data analysis during PLC meetings to fully understand the cycle of continuous improvement and how to unwrap standards.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of ELL students who are chronically absent from 26.8% in the school year 2024- 2025 to 21.8% in the school year 2025-2026.

Formative Measures: Attendance

Aligns with District Goal

Improvement Strategy 1 Details				Reviews															
Improvement Strategy 1: Establish a schoolwide system including attendance, behavior, and acknowledgement matrices to motivate students to come to school regularly.				Status Check		EOY Reflection													
				Oct	Feb	June													
				<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>Continue implementing the schoolwide ROAR (Respect Overcome, Achieve Radiate) House System to improve the culture of sense of belongingness including behavior, attendance, and acknowledgement matrices and PAWS (Positive Actions with Students) System to connect individual students with a "go to" staff.</td> <td>MTSS Team, School Staff</td> <td>August 2025-May 2026</td> </tr> <tr> <td>2</td> <td>Continue to provide daily 15 -minutes instruction on the "ROAR" (Respect Overcome Achieve Radiate) expectations.</td> <td>Classroom Teachers</td> <td>August 2025-May 2026</td> </tr> <tr> <td>3</td> <td>Encourage parents' active involvement through Family Engagement events and home visits</td> <td>Wrap-around Team, School Staff</td> <td>August 2025-May 2026</td> </tr> </tbody> </table>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Continue implementing the schoolwide ROAR (Respect Overcome, Achieve Radiate) House System to improve the culture of sense of belongingness including behavior, attendance, and acknowledgement matrices and PAWS (Positive Actions with Students) System to connect individual students with a "go to" staff.	MTSS Team, School Staff	August 2025-May 2026	2	Continue to provide daily 15 -minutes instruction on the "ROAR" (Respect Overcome Achieve Radiate) expectations.	Classroom Teachers	August 2025-May 2026	3	Encourage parents' active involvement through Family Engagement events and home visits	Wrap-around Team, School Staff
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2	Continue to provide daily 15 -minutes instruction on the "ROAR" (Respect Overcome Achieve Radiate) expectations.	Classroom Teachers	August 2025-May 2026																
3	Encourage parents' active involvement through Family Engagement events and home visits	Wrap-around Team, School Staff	August 2025-May 2026																

Position Responsible: MTSS Team

Resources Needed: Calendar of House Rallies, House celebrations, counselor's monthly lessons
 ROAR (Respect Overcome Achieve Radiate) building lessons to conduct with class
 Professional development
 Sharing of strategies and ideas of what staff are already doing
 Attendance Contracts, Attendance Boards, Attendance Incentives

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Students are not learning when they are not at school. Achievement data demonstrates that students who are not regularly attending school have low achievement or growth. **Critical Root Cause:** Critical Root Causes About 1 / 3 of the whole student population have high absences because some families go on vacation for weeks, some families do not send their children to school even if they are just home or not sick, and some students are not motivated to come to school due to lack of student agency.

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.

2.6: 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.

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	\$4,309,610	Inified staff, licensed staff, support staff, strategists, professional learning, upplies, and services	Goal 1, Goal 2, and Goal 3
At-Risk Weighted Allocation	\$287,807	Teachers, extra duty, incentives	Goal 1 and Goal 2
EL Weighted Allocation	\$706,236	Teachers, extra duty	Goal 1 and Goal 2
General Carry Forward	\$398656	Prep buyout, extra duty, General Supplies	Goal 1 and Goal 2
At-Risk Weighted Carry Forward	\$164,734	Teachers, extra duty	Goal 1 and Goal 2
EL Weighted Carry Forward	\$172,340	Teachers, extra duty	Goal 1 and Goal 2
Title IA	\$290,759	CSR Teachers, extra duty	Goal 1, Goal 2, and Goal 3

School Continuous Improvement Team

Team Role	Name	Position
Member	Gertrude Ramirez	Parent
Member	Kevyn Lara-Lopez	Campus Monitor
Member	Elisabeth Krzymowski	Counselor
Member	Randy Weatherholt	Teacher
Member	Luz Vasquez	Learning Strategist
Member	Norma Sonson	Learning Strategist
Member	Susana Abrams	Learning Strategist
Member	Rick Crandall Malone	Assistant Principal
CI Team Lead	Jane Fernandez	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Meet and Greet	August 8, 2025	
Student-Led Parent Conferences	October 20, 2025	
Fall Festival	October 24, 2025	
SOT Meetings	Every 3rd Thursday of the month	
Grade Level Family Engagement Events	Sept. 12, 26, Nov. 7, Jan. 23, 30, Feb. 20, and every 3rd Friday of the month	
Winter Jam	December 5, 2025	
Reading Week	March 2-6, 2026	
Spring Fling/Multicultural Festival	March 13, 2026	