

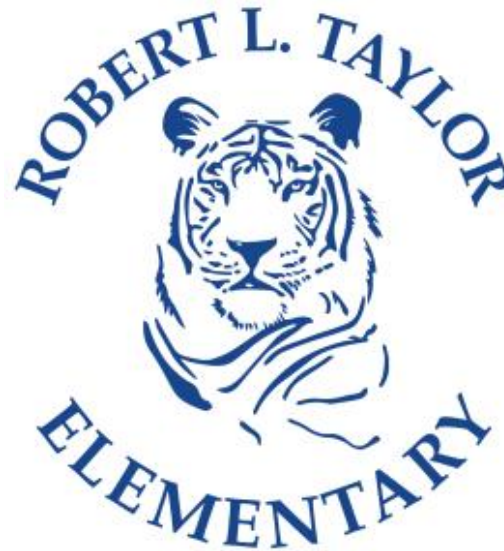
Clark County School District

Taylor, Robert L. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, ATSI



Mission Statement

We at Robert Taylor will be proactive and synergize as a community to build positive relationships and intentionally increase achievement.

Vision

Every Taylor Tiger will achieve academic and personal growth through leadership, hard work and high expectations.

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/robert_l_taylor_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students demonstrate growth on MAP assessments and on the Nevada School Performance Framework from year to year. Teachers demonstrate high levels of skill in growing our learners. Our students demonstrate leadership skills as evidenced by our recent Leader In Me Lighthouse Certification, courtesy of Franklin Covey, and have improved overall behavior in the principal's tenure here. Our ELL students have also demonstrated growth on the WIDA assessment and on the SBAC. Recent SBAC data reveals a 6% increase in ELA proficiency and a 2% increase in Math proficiency.

Student Success Areas for Growth

Student data shows a majority of students are not meeting projected growth in math and reading looking at MAP Growth Assessments, do not demonstrate efficient levels of proficiency in reading or math, and struggle with behavior. Our students struggle with emotional regulation - a symptom of the chronic trauma they encounter in their community and in their home environments. Much of the behavior demonstrated at school is violent, causing harm to themselves and others and impacts their ability to access learning.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		Implement Tier I instruction using the adopted curriculum with embedded ELL strategies and supports in alignment with the pacing guides in ELA and Math to provide ELLs access to high-quality instruction and equitable learning experiences for ELLs. Post, communicate, and engage ELL students with the learning intentions and student success criteria aligned to the standards in ELA and Math so that ELLs know what they are learning, why they are learning it and how they know they have learned it.

English Learners

There is an 7% achievement gap between the non-ELs and ELs in math, and an 79% achievement gap between the non-ELs and ELs in reading. Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.

Participate in weekly PLCs Focused on Tier I Instruction in Math and ELA and ensure that ELL data is reviewed and that lesson plans include scaffolds, spirals, and supports for ELLs to ensure language growth and content mastery for each ELL student.

Weekly review of lesson plans, Weekly review of PLC agendas, Classroom observations, Focal Point Tier I Monitoring Tool

LETRS Training to build the capacity staff to select appropriate reading strategies to implement for ELLs.

Professional Learning targeted around the implementation of HMH Into Reading and on embedding recommended ELL strategies into daily lesson plans.

Professional Learning targeted the increased effectiveness of the implementation of envisionsMathematics for ELLs, including the development and implementation of the Standards for Mathematical Practices within instruction.

Professional Learning around the implementation of Tier I instruction, MTSS, PLCs and the Teaching & Learning Cycle to build fidelity and efficacy within grade level teams to strengthen instructional practices for ELLs.

Student Group	Challenge	Solution
Foster/Homeless	There is no current data for this category, but this student group is being supported. Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Free and Reduced Lunch	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Racial/Ethnic Minorities	There is no current data for this category, but this student group is being supported. Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.

Student Group	Challenge	Solution
Students with IEPs	There is an 17% achievement gap between the Non IEPs and Students with IEPs in reading, and an 12% achievement gap between the Non-IEPs and Students with IEPs in math. Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	(MRI #5) We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. (MRI #4) Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The math curriculum is 2 years old and the reading curriculum is new and teachers have not mastered effective Tier I instruction in reading, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented.

Critical Root Cause: Teacher content knowledge has improved in math considerably over the past 2 years but it is limited in reading and the effective delivery of Tier I instruction along with a lack of student attendance contributes to low growth and achievement.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our areas of strength include the PLC and RTI process we have in place to weekly analyze student data, unwrap standards, identify learning intentions and student success criteria, and monitor student progress over time. We meet weekly to engage in the work to continue to move the learning forward, identify areas to reteach or spiral, identify scaffolds or differentiated methodology, to increase student outcomes. Another one of our areas of strength is evident in the leadership demonstrated by the team. Every teacher takes on a leadership role in some capacity to support and build on school initiatives, continue to grow ourselves as leaders, and ultimately impact student achievement. Our greatest strength lies in our ability to see ourselves as learners and leaders and to never give up on improving conditions for our students.

Adult Learning Culture Areas for Growth

Classroom observation data shows a need to increase the engagement around student success criteria and learning intentions and in overall engagement of our students. When asking a teacher what they would like feedback on, they always ask for ways they can increase engagement in their students. This is a struggle when our students sit in instruction worried about where they will get their next meal or if their caregiver will be there when they get home.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Participate in weekly PLCs Focused on Tier I Instruction in Math and ELA and ensure that ELL data is reviewed and that lesson plans include identified learning intentions and student success criteria for ELLs and activities that are differentiated and spiraled to develop their language skills and ensure growth and content mastery. Weekly review of lesson plans, Weekly review of PLC agendas, Classroom observations, Focal Point Tier I Monitoring Tool Engage ELL students with the learning intentions and student success criteria aligned to the standards in ELA and Math so that ELLs know what they are learning, why they are learning it and how they know they have learned it. Classroom observations, Focal Point Tier I Monitoring Tool Professional learning on Tier I Monitoring and the use of data to inform instruction. Professional Learning around the implementation of Tier I instruction, MTSS, PLCs and the Teaching & Learning Cycle to build fidelity and efficacy within grade level teams to strengthen instructional practices for ELLs.

Student Group	Challenge	Solution
Free and Reduced Lunch	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Racial/Ethnic Minorities	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.

Student Group	Challenge	Solution
Students with IEPs	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	(MRI #5) We will implement and follow all IEPs, 504s, and BIPs to ensure that students can access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g., CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs, and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to support students to ensure mastery of learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not engaging students with the learning intentions and success criteria throughout the lessons and students are unclear what they are learning and how to be successful.

Critical Root Cause: Lack of teacher efficacy in Tier I instruction.

Connectedness

Connectedness Areas of Strength

Our strength lies within our team and the effort they put forth to decrease chronic absenteeism from 53% to 38% and from 38% to 35% this past year. It is a full-time job monitoring, following up on, and targeting attendance rates.

Connectedness Areas for Growth

Our areas for growth is attendance, behavior, and emotional regulation. Our kids are exposed to chronic trauma, which we know re-wires the brain. We focus on strategies to build resilience in our students, to provide them leadership opportunities at school to improve their attendance rates, improve overall behavior and to give them tools to regulate their emotions in healthy, productive ways. Fighting the effects of chronic trauma is a never-ending journey.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Implement Counselor's Social/Emotional lessons in all classrooms to provide tools/strategies for ELLs to improve social-emotional regulation and problem-solving skills and engage ELLs in understanding their emotions and appropriately responding to them. Monthly Counselor lesson plans, Counselor classroom schedules Provide Wraparound Services through the Communities In Schools coordinator to provide ELLs with access to food, clothing, and services such as eye care, dental care, and social/emotional support through case management SBIT referrals, CIS caseload Implement Leader In Me curriculum and lessons in an identified Humanities field for all ELLs to teach strategies for Being Proactive, Beginning with the End in Mind, Putting First Things First, Thinking Win-Win, Seeking First to Understand—then being Understood, Synchronizing, and Sharpening the Saw to improve ELLs' ability to regulate emotions and interact with emotions appropriately. Weekly Humanities Lesson Plans and Monthly Pacing Calendar (weekly) Leader In Me Professional Learning for staff and parents monthly Leader In Me Coaching - 2 days a year Professional Learning on the effects of trauma on the brain and strategies for improving brain function and increased engagement.

Student Group	Challenge	Solution
Foster/Homeless	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Free and Reduced Lunch	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Migrant/Title1-C Eligible	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	Teachers will ensure they are teaching grade-level standards at the appropriate level of rigor and providing differentiation and scaffolding for diverse learners. (MRI #5) We will provide student groups with tiered instructional support to meet their academic needs.
Students with IEPs	Based on a decade's worth of data collection, analysis, intervention implementations, and consistency with staff and administration, our biggest challenge continues to be the environmental factors that contribute to a child's ability to access learning: poverty, trauma (abuse, neglect, family incarcerations, foster care, homelessness, etc.), lack of access to resources, and other barriers that stem from these environmental factors. We are always striving to reverse the affects of chronic trauma on the brain.	(MRI #5) We will implement and follow all IEPs, 504s, and BIPs to ensure that students are able to access instruction in the classroom. Instruction aligned to the grade-level standard for the course will be provided (e.g. CC classes, resource classes). Case managers and SEIF will work with teachers to provide additional support in implementing IEPs, as needed. Professional learning will be provided to all special education teachers on best practices, writing and implementing IEPs and behavior plans. Additionally, special education teachers attend PLCs with the general education teachers to provide equity and access to all learners. Teachers will utilize scaffolding and differentiation to provide students with support to ensure mastery of learning.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are struggling to get to school and as such struggle with emotional regulation and the ability to solve problems, hindering their ability to learn.

Critical Root Cause: Lack of consistency attending school causing a ripple effect in our students.

Problem Statement 2 (Prioritized): Students struggle with emotional regulation and therefore engage in behaviors that disrupt learning for themselves and others.

Critical Root Cause: Students experience environmental traumas as a result of poor living conditions and unfavorable living situations that hinder their ability to regulate their emotional states - resulting in behavior infractions

Priority Problem Statements

Problem Statement 1: The math curriculum is 2 years old and the reading curriculum is new and teachers have not mastered effective Tier I instruction in reading, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented.

Critical Root Cause 1: Teacher content knowledge has improved in math considerably over the past 2 years but it is limited in reading and the effective delivery of Tier I instruction along with a lack of student attendance contributes to low growth and achievement.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are not engaging students with the learning intentions and success criteria throughout the lessons and students are unclear what they are learning and how to be successful.

Critical Root Cause 2: Lack of teacher efficacy in Tier I instruction.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students are struggling to get to school and as such struggle with emotional regulation and the ability to solve problems, hindering their ability to learn.

Critical Root Cause 3: Lack of consistency attending school causing a ripple effect in our students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Students struggle with emotional regulation and therefore engage in behaviors that disrupt learning for themselves and others.

Critical Root Cause 4: Students experience environmental traumas as a result of poor living conditions and unfavorable living situations that hinder their ability to regulate their emotional states - resulting in behavior infractions

Problem Statement 4 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)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - classroom observations, lesson plans

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Coaching Logs
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data
- Other
 - leadership team agendas, PL calendar, PLC expectations, RTI process

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Home Visits
- Perception/survey data
- School safety data
- Other
 - Panorama data, daily attendance data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: School Goal #1: We will increase the percentage of students meeting projected growth in Math from 60% in Winter 2024 to 65% in Winter 2025 as measured by the MAP Growth Assessment.

Revised Goal (as of October 8, 2025)

School Goal #1: We will increase the percentage of students meeting projected growth in Math from 38% in Winter 2024-2025 to 50% in Winter 2025-2026 as measured by the MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post, communicate, and engage with the learning intentions and student success criteria aligned to the standards.(MRI #5)				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	(MRI #4) Professional learning on where to access pacing calendars, and how to unwrap topics, etc.	Administration, Learning Strategists, and Teachers	August 2025			
2	(MRI #4) Professional learning provided by the Curriculum and Instruction Division (math)	Administration, Learning Strategists, and Teachers	On-going, as needed			
3	Purposeful planning using the District's pacing guides	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
4	Instruction is logically sequenced across multiple lessons to ensure a comprehensive understanding of the major concepts and skills of the standard(s).	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
5	(MRI #5) Instruction is planned with scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students.	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026
6	Students self-monitor their own learning through the use of Leadership Notebooks and data tracking analyzing whether the strategies they are using are effective and what to do when their learning breaks down.	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026

Position Responsible: Administration

Resources Needed: Envisions 2.0 materials

ST Math

Pacing Guides and Teacher Clarity Guides

Instructional walks/rounds

Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff.

Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings.

Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 3: Promising: enVision math

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: The math curriculum is 2 years old and the reading curriculum is new and teachers have not mastered effective Tier I instruction in reading, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented. **Critical Root Cause:** Teacher content knowledge has improved in math considerably over the past 2 years but it is limited in reading and the effective delivery of Tier I instruction along with a lack of student attendance contributes to low growth and achievement.

Inquiry Area 1: Student Success

SMART Goal 2: School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 41% in Winter 2024 to 45% in Winter 2025 as measured by the MAP Growth Assessment.

Revised Goal (as of October 8, 2025)

School Goal #2: We will increase the percentage of students meeting projected growth in ELA from 46% in Winter 2024-2025 to 55% in Winter 2025-2026 as measured by the MAP Growth Assessment.

Aligns with District Goal

Formative Measures: MAP Growth Assessment

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Tier I instruction using the adopted curriculum in alignment with the pacing guides; post, communicate, and engage with the learning intentions and student success criteria aligned to the standards.(MRI #5)				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	(MRI #4) Professional learning on where to access pacing calendars, and how to unwrap topics, etc.	Administration, Learning Strategists, and Teachers	August 2025			
2	(MRI #4) Professional learning provided by the Curriculum and Instruction Division (ELA)	Administration, Learning Strategists, and Teachers	On-going, as needed			
3	Purposeful planning using the District's pacing guides	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
4	Instruction is logically sequenced across multiple lessons to ensure a comprehensive understanding of the major concepts and skills of the standard(s).	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
5	(MRI #5) Instruction is planned with scaffolds in which skills and concepts build upon one another with increasing rigor while maintaining high expectations for all students.	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Students self-monitor their own learning through the use of Leadership Notebooks and data tracking analyzing whether the strategies they are using are effective and what to do when their learning breaks down.	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026

Position Responsible: Administration, Learning Strategists, and Teachers

Resources Needed: HMH Into Reading

Lexia

Fastbridge

Core 95 Tier I and Tier II

Pacing Guides and Teacher Clarity Guides

Instructional walks/rounds

Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff.

Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings.

Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 3: Promising: HMH Into Reading

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: The math curriculum is 2 years old and the reading curriculum is new and teachers have not mastered effective Tier I instruction in reading, and the use of varied grouping strategies designed to meet students' needs has not been consistently implemented. **Critical Root Cause:** Teacher content knowledge has improved in math considerably over the past 2 years but it is limited in reading and the effective delivery of Tier I instruction along with a lack of student attendance contributes to low growth and achievement.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: School Goal: Increase the percentage of classroom observations that show evidence of teachers and students engaging with the student success criteria and learning intentions from 70% (2024) to 90% by the end of the first semester, December 2025.

Aligns with District Goal

Formative Measures: Focal Point Tier I Instructional Walks

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Weekly PLCs focused on Tier I instruction in Math and ELA, unwrapping standards, identifying learning intentions and success criteria, through the use of graphic organizers, rubrics, and exemplars.				Status Check		EOY Reflection
				Oct	Feb	June
				Implemented	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop a master PL calendar	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
2	Continue on-going PL on MTSS, PLCs and the Teaching & Learning Cycle through the use of the PLC Observation Tool, where grade levels reflect on their own practice, observers take data and share feedback, and administration supports continued growth and development through the use of this data.	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
3	Grade Levels Meet weekly: identifying a standard across each grade level and the next short cycle assessment for the first meeting	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
4	Create system for supporting improved instruction in small groups through instructional rounds, mentoring, coaching, co-teaching, peer learning	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline			
5	What data will be collected? Grade level assessments in math, MAP assessment, summative assessments, participation/attendance, classroom observations	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
Position Responsible: Administration, Learning Strategists, and Teachers Resources Needed: Pacing Guides and Teacher Clarity Guides PL Calendar PLC Agenda templates and google drives per grade level to house lesson plans, assessments, and other tools Active participation in the process Data room, chart paper, magnets for data tracking, google drive for lesson plans, PLC agendas/RT PLC expectations Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements/Critical Root Cause: Adult Learning Culture 1 SMART Goal 1 Problem Statements:						

Adult Learning Culture
Problem Statement 1: Teachers are not engaging students with the learning intentions and success criteria throughout the lessons and students are unclear what they are learning and how to be successful. Critical Root Cause: Lack of teacher efficacy in Tier I instruction.

Inquiry Area 3: Connectedness

SMART Goal 1: School Goal: Reduce chronic absenteeism from 35% to 33%, as reported by FocusEd, by May 2026.

Aligns with District Goal

Formative Measures: FocusEd Chronic Absenteeism Data

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement an Attendance Intervention Plan: weekly monitoring with incentives for attendance. The Attendance Intervention Plan includes a matrix for incentives for when students reach attendance milestones monthly, quarterly and each semester and also includes intervention at intervals: letters, phone calls, home visits, daily check-ins by an adult, Harbor Referrals, SBIT Referrals to Communities In Schools, attendance contracts, and filing educational neglect.				Status Check		EOY Reflection
				Oct	Feb	June
				Implemented	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Create schedule for weekly Site Based Intervention Team (SBIT) Meetings Draft a plan for incentives and interventions to support positive school attendance	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
2	Create a system of support from PBIS to reinforce/teach positive attendance	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
3	Create a weekly schedule to identify staff to conduct 3-4 home visits per week (share the responsibility)	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
4	Train staff on MTSS systems: Tier I, II, and III, for academic, behavioral, basic, social, emotional, and mental needs	Administration, Learning Strategists, and Teachers	Weekly from August 2025 to May 2026			
Position Responsible: Administration Resources Needed: Attendance Intervention Plan Matrix aligned to district policy and educational neglect protocols Schedule for incentives distribution Schedule for home visits Coverage for Duties,etc. Tier I for attendance/behavioral support: PBIS Expectations Matrices for Students & Staff as well as Acknowledgement Matrices for how we will reward and incentivize staff and students for following those expectations. We also provide instruction of the principles of effectiveness through The Leader In Me, a curriculum that teaches the 7 Habits of Highly Effective People to all students and staff. Tier II: PBIS and SBIT - through a referral system, students are referred for additional supports for academics, behavior, SEL, food, clothing, and other basic needs, to include attendance issues as attendance data is reviewed in weekly SBIT meetings through school counselors, Communities In Schools, The Harbor, Serving Our Kids, Operation School Bell. Tier III: IMPACT - for those students qualifying for Tier III for behavior, social, emotional, and mental support to improve daily attendance.						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: creating a positive school climate and culture Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students are struggling to get to school and as such struggle with emotional regulation and the ability to solve problems, hindering their ability to learn. Critical Root Cause: Lack of consistency attending school causing a ripple effect in our students.

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the number of behavior events for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Behavior Data: Infinite Campus and FocusEd

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the tiered Fidelity Inventory (TFI) 3.0.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Participate in professional learning on the TFI 3.0.	Administration, Learning Strategists, Teachers, PBIS team	June 2025 to June 2026			
2	Convene the team to complete the TFI 3.0.	Administration, Learning Strategists, Teachers, PBIS team	June 2025 to June 2026			
3	Celebrate the areas of strength for us as a team.	Administration, Learning Strategists, Teachers, PBIS team	June 2025 to June 2026			
4	Analyze data from the TFI 3.0 and draft action steps to address areas of improvement.	Administration, Learning Strategists, Teachers, PBIS team	June 2025 to June 2026			
5	Conduct TFI 3.0 Inventories per the determined timelines for the 2025-2026 school year to continue to analyze data and address areas of improvement	Administration, Learning Strategists, Teachers, PBIS team	June 2025 to June 2026			
Position Responsible: Administration, Learning Strategists, Teachers, PBIS team Resources Needed: PBIS Apps PBIS TFI 3.0 Manual Time to convene the team to conduct the survey Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: PBIS Problem Statements/Critical Root Cause: Connectedness 2						

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Students struggle with emotional regulation and therefore engage in behaviors that disrupt learning for themselves and others. Critical Root Cause: Students experience environmental traumas as a result of poor living conditions and unfavorable living situations that hinder their ability to regulate their emotional states - resulting in behavior infractions

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment process includes the Leadership Team and Continuous Improvement Team meeting once per month to review data, review implementations, and make adjustments to plans as needed. Roles and responsibilities are determined each fall to ensure these processes run smoothly, notes are kept, and plans are easily accessible.

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

Once the Leadership Team and Continuous Improvement Team meet, data and plans are reviewed by the School Organizational Team. The School Organizational Team then provides feedback to administration for consideration by the LT and CIT. The SOT includes, teachers, parents, support staff, and community members. This plan is also presented at Open House to all stakeholders in the community.

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. The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter, and available at the front desk.

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

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. Title I funded initiatives provide class-size reduction in the upper grades to ensure all children have access to high quality instruction.

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

We host Meet & Greet, Open House, Monster Math Night, Spring Fling, and Leadership Day events each year. We also invite parents to volunteer on special projects, in classrooms, in our gardens, and other enrichment opportunities throughout the year.

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

N/A

Plan Notes

Goa

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$ 4,181,246.59	Staffing, additional consultants to provide wraparound services and mental health support	Goal: 1, 2, 3
At-Risk Weighted Allocation	\$ 587,712.24	Staffing	Goal: 1, 2, 3
EL Weighted Allocation	\$ 78,063.37	Staffing	Goal: 1, 2, 3
General Carry Forward	\$ 213,995.32	Staffing	Goal: 1, 2, 3
At-Risk Weighted Carry Forward	\$ 80,353.41	Staffing	Goal: 1, 2, 3
EL Weighted Carry Forward	\$ 11,483.04	Staffing	Goal: 1, 2, 3
Title IA	\$ 231,256.00	Staffing	Goal: 1, 2, 3
Title I, Part 1003(a)	\$99,995.83	Training Supplies Licensed Teachers: Extra Duty Pay - Collaboration & Planning Licensed Teachers: Extra Duty Pay - Professional Learning (PL) Licensed Teachers: Prep Buy - Collaboration, PL, Data Analysis Long-term SUBSTITUTE Teachers: Extra Duty Pay OR SUB PAY for PL/ Collaboration Support Staff: Extra Duty Pay: Collaboration Solution Tree Conference Attendees (5) Travel/Parking Reimbursement Visible Learning Conference Attendees (3) Kathy Richardson Materials 95 Percent Group Implementation Manager HMH Coachly	Goal: 1, 2, 3

School Continuous Improvement Team

Team Role	Name	Position
member	John Williams	Assistant Principal
member	Estella Trotter	Librarian
member	Katherine Helm	SEIF
member	Virginia Walker	5th Grade Teacher
member	Breanna Donovan	3rd Grade Teacher
member	Nancy Axile	Learning Strategist
member	Lovely-ness Valdez	2nd Grade Teacher
member	Chris Rhea	1st Grade teacher
member	Roger Caballero	Kinder teacher
Notetaker	Heather Svihl	4th Grade Teacher
Timekeeper	Amy Hirsbrunner	Learning Strategist
CI Team Co-Lead	Melissa Leicht	Assistant Principal
CI Team Lead	Kimberly Basham	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
CI Team Meeting	9/30/2025	Data does not align from last winter to this winter as student populations have changed. Goal Needs updated. Team reviewed plan for approval.
CI Team Meeting	10/7/2025	
SOT Meeting	10/8/2025	