



**GLOBALLY  
PREPARED**

# **Act 2 – Navigating Our Course**

## **Status Check 2: Plan of Operation**

**Inquiry Areas 2 and 3**

Alamo Elementary  
2025–2026

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

By the end of the 2025–2026 school year, walkthrough observation data will show that in 50% of observations, collaborative work is aligned with the Analyze and Respond components of the CCSD Teaching & Learning Cycle as measured by the PLC Observation Tool.

# Adult Learning Culture: Improvement Strategy

## Improvement Strategy 1

Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional learning, and instructional modeling and observation, embedding best practices.

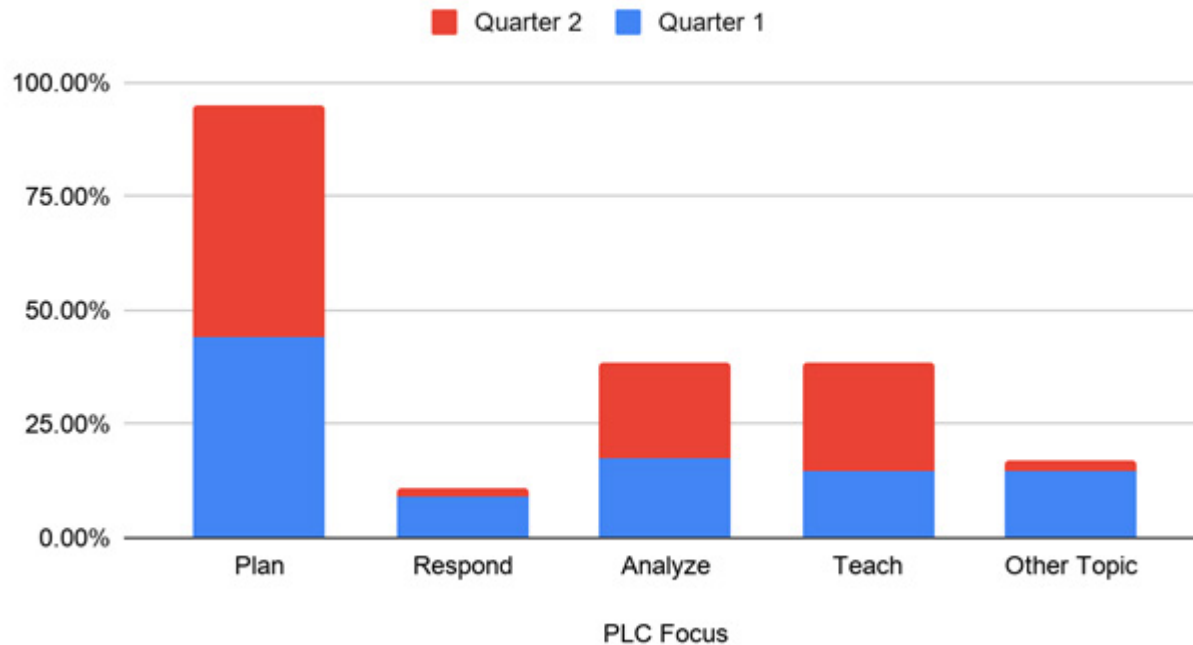
# Actions for Implementation

|   |                                                                                                                                                                                                                                                             |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Learning Strategists and administration will provide professional learning on effective implementation of PLCs during morning staff development meetings and designated PLC meeting days and embed brief, targeted professional learning segments into PLCs |
| 2 | Grade level teams will hold weekly PLC meetings to analyze student learning data and design differentiated learning opportunities                                                                                                                           |
| 3 | Leadership team will monitor the work of PLCs by conducting bi-weekly observations and analysis of PLC meeting forms and agendas and connect trends from instructional walkthroughs to PLC discussions                                                      |
| 4 | Incorporate PLC reflection and goal setting by having teams assess their effectiveness quarterly using a reflection tool and setting SMART goals tied to their data                                                                                         |
| 5 | Increase focus on learning by reviewing actual student work during PLCs to calibrate expectations, adjust instruction. Identify exemplar responses and common misconceptions.                                                                               |

# School Wide PLC Teaching and Learning Cycle



Comparison by Focus Area



| PLC Focus   | Quarter 1 | Quarter 2 |
|-------------|-----------|-----------|
| Plan        | 44.10%    | 51%       |
| Respond     | 9%        | 2%        |
| Analyze     | 17.60%    | 21%       |
| Teach       | 15%       | 24%       |
| Other Topic | 15%       | 2%        |

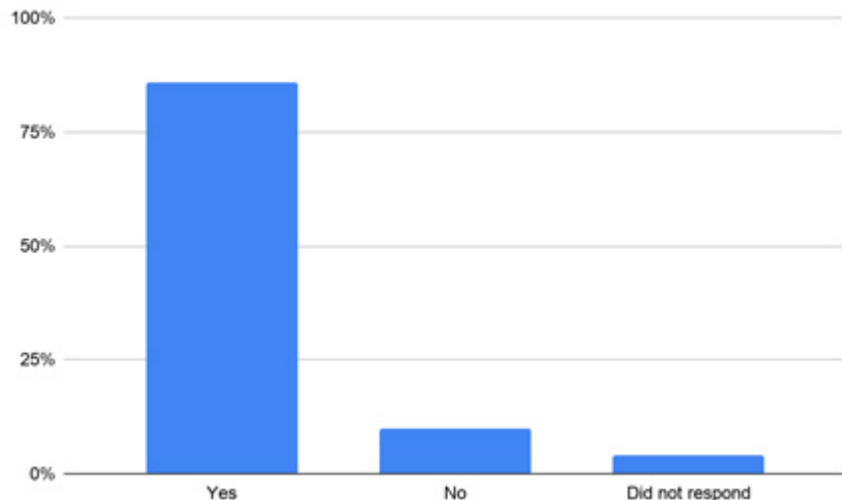
# Action Taken

|   |                                                                                                                                           |
|---|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Anonymous surveys were given out to each grade level for feedback. Teachers were encouraged to be honest with their responses.            |
| 2 | Question 1: Name one thing going well during our collaboration                                                                            |
| 3 | Question 2: How can we make our PLC time more efficient and productive so that it has a stronger, more direct impact on student learning? |
| 4 | Yes/No Question: Would incorporating instructional strategy mini-PD help us better support student growth?                                |
| 5 | Survey responses will help shape future training opportunities, PLC format, and instructional support                                     |

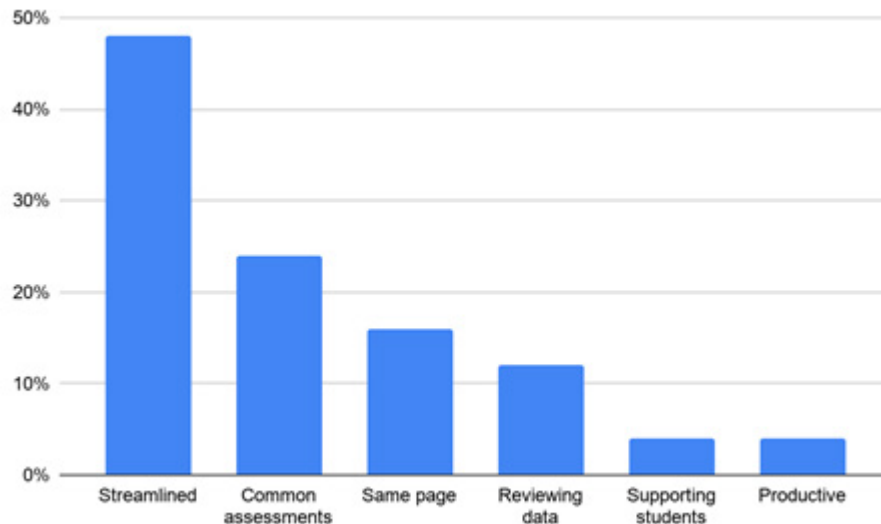
# Results



Would incorporating instructional strategy mini-PDs help us better support student growth?

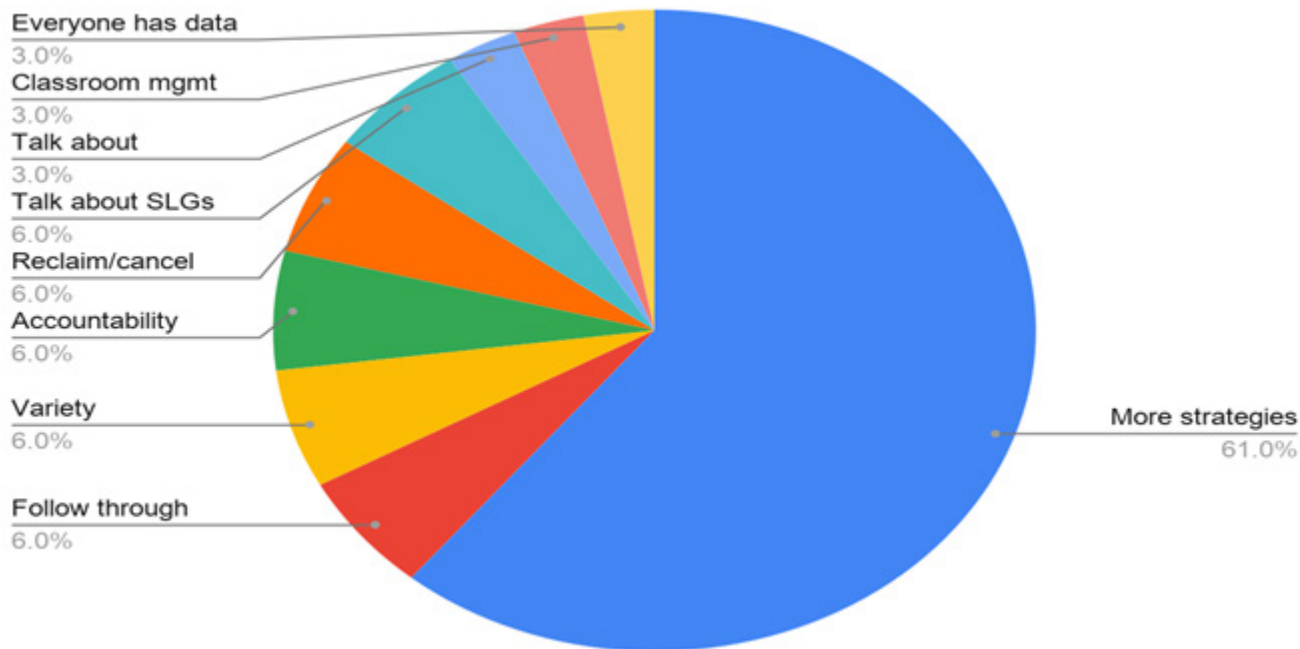


Name one thing going well during collaboration time.





## How can we make PLC time more efficient for impact on student learning?



# Adult Learning Culture Goal Strategies

1. Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional learning, and instructional modeling and observation, embedding best practices.

|      |                                                                                                                             |
|------|-----------------------------------------------------------------------------------------------------------------------------|
| NOW  | Are we implementing the improvement strategy as planned?                                                                    |
|      | What does our progress monitoring data reveal about progress toward our goal?                                               |
|      | What challenges with implementation and gaps in performance are we noticing?                                                |
| NEXT | What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom? |
| NEED | What do we need from others in this room to be successful in taking action?                                                 |
|      | What do we need from others outside of this room to be successful in taking action?                                         |

## **Inquiry Area –Connectedness**

Reduce the suspension rates 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.

# Action Steps for the 2025 -26 School Year



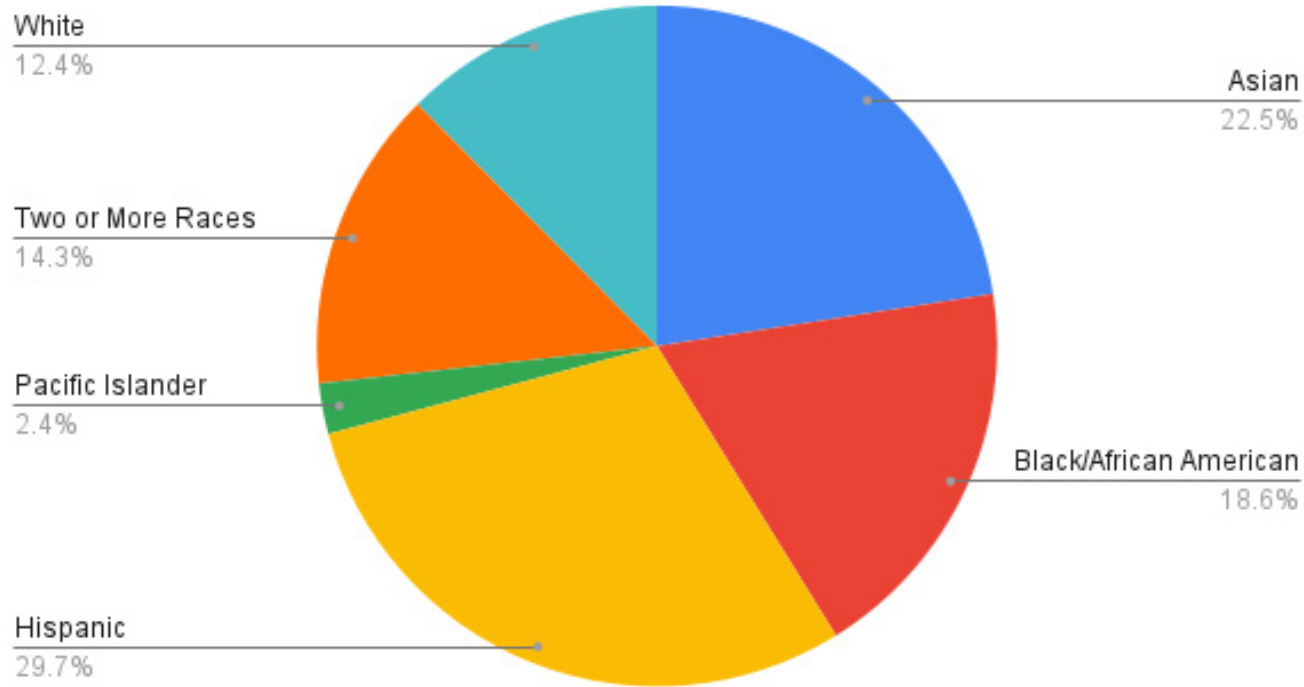
- Teachers encouraged the first 3 weeks of school to focus on procedures and SEL
- PBIS videos updated
- Minor Behavior Incident Log created
- Action Plans created with teacher, admin, and behavior strategist
- Lesson plans updated
- Request for Assistance updated and utilized



# Demographics at Alamo 2025 -2026



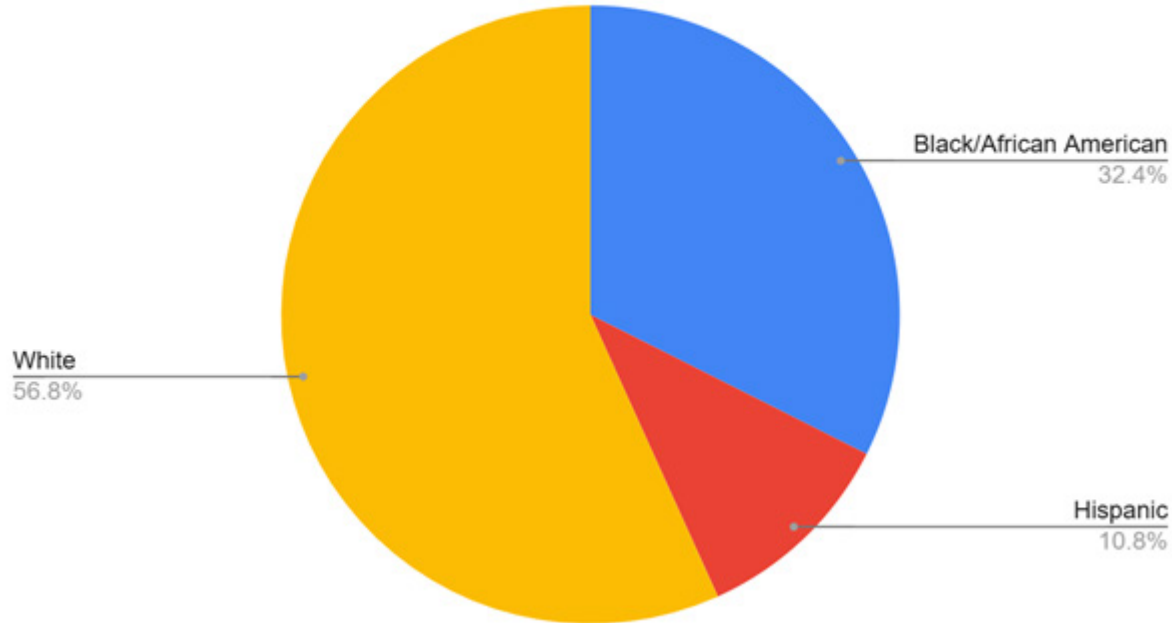
Percentage of Population



# Suspensions by Ethnicity: 2023 -2024 (37)



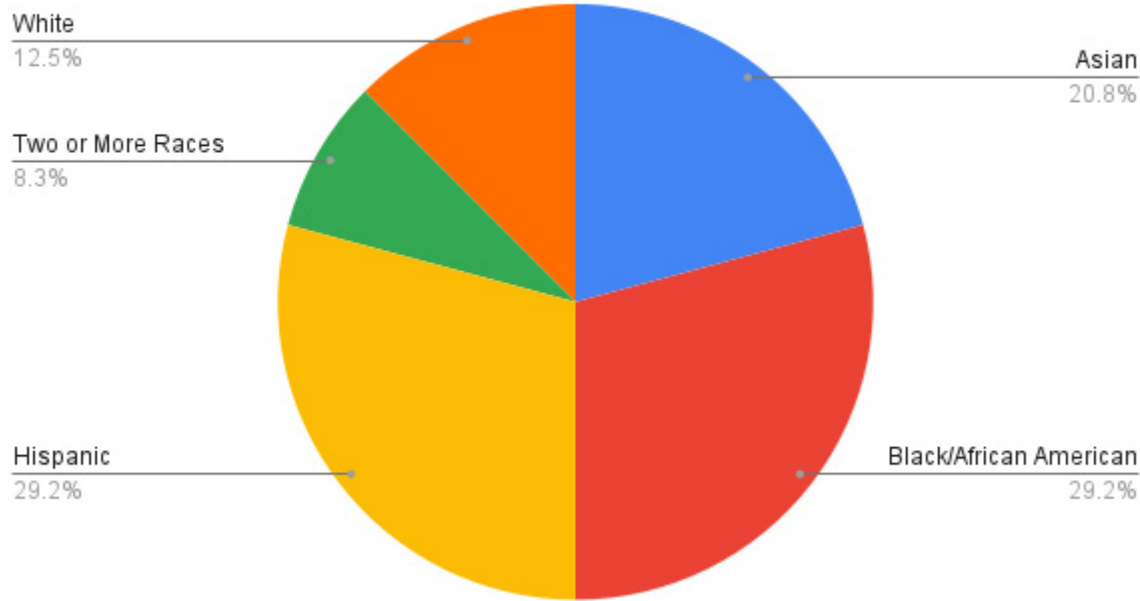
Suspensions



# Suspensions by Ethnicity: 2024 -2025 (24)



## Suspensions

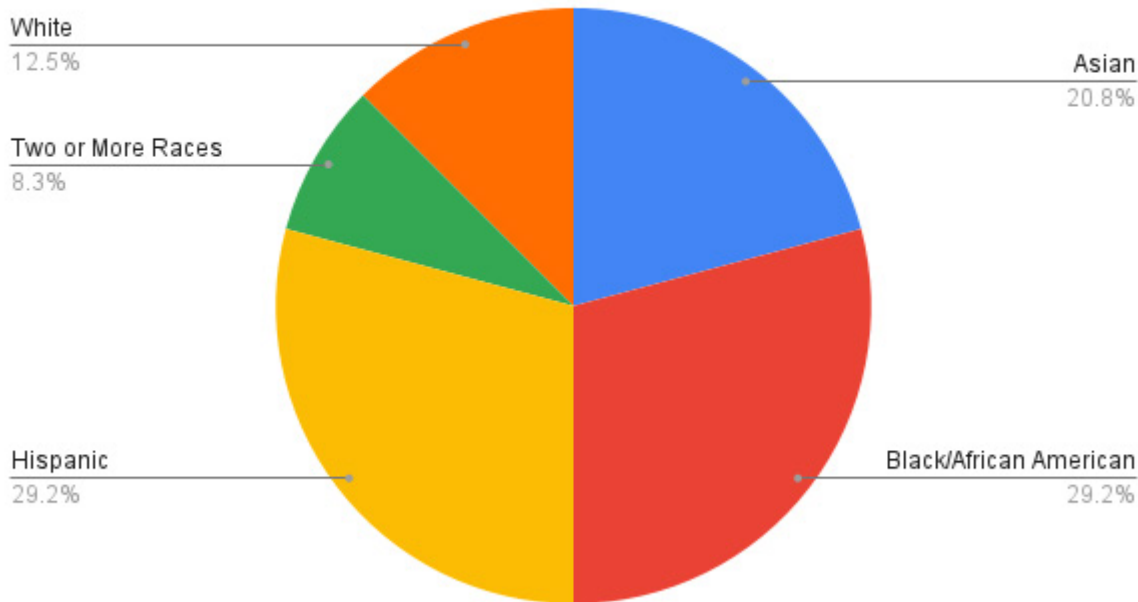


Suspension  
decrease from  
2023-2024  
school year to  
2024-2025  
school year is  
35.14%

# Suspensions by Ethnicity: 2024 - 2025 (24)



## Suspensions

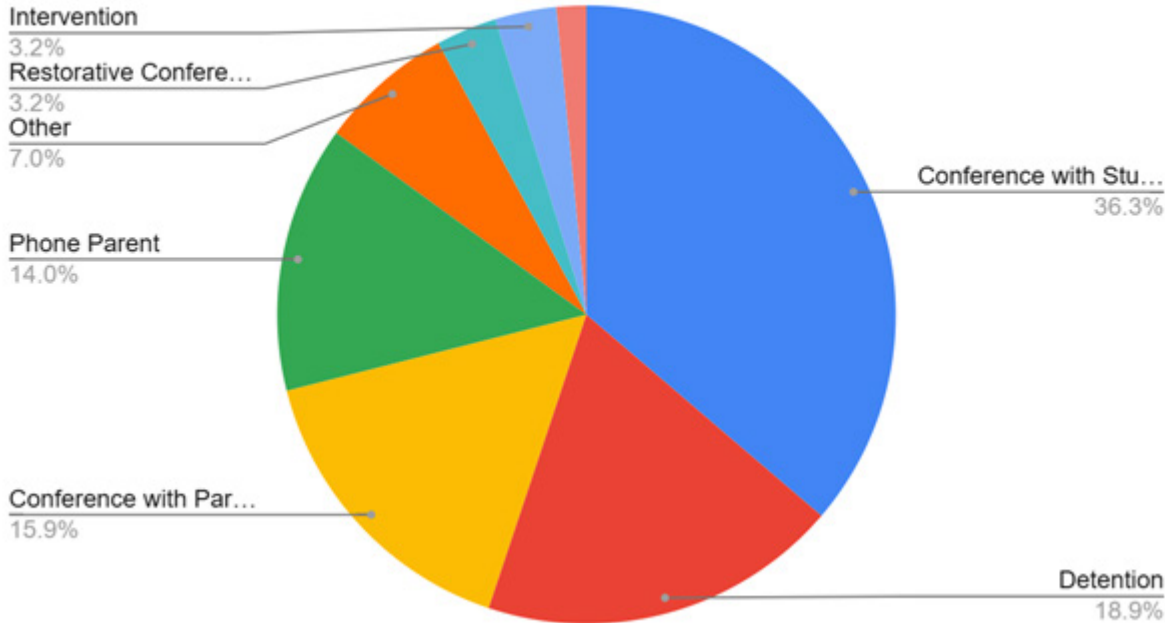


Suspension  
decrease from  
2023-2024  
school year to  
2024-2025  
school year is  
35.14%

# Behavior Resolutions: 2024 -2025



Behavior Resolutions



Total Behavior Events: 641

Total Resolutions: 1,612

Conference with Student: 556

Detention: 289

Conference with Parent: 244

Phone Parent: 214

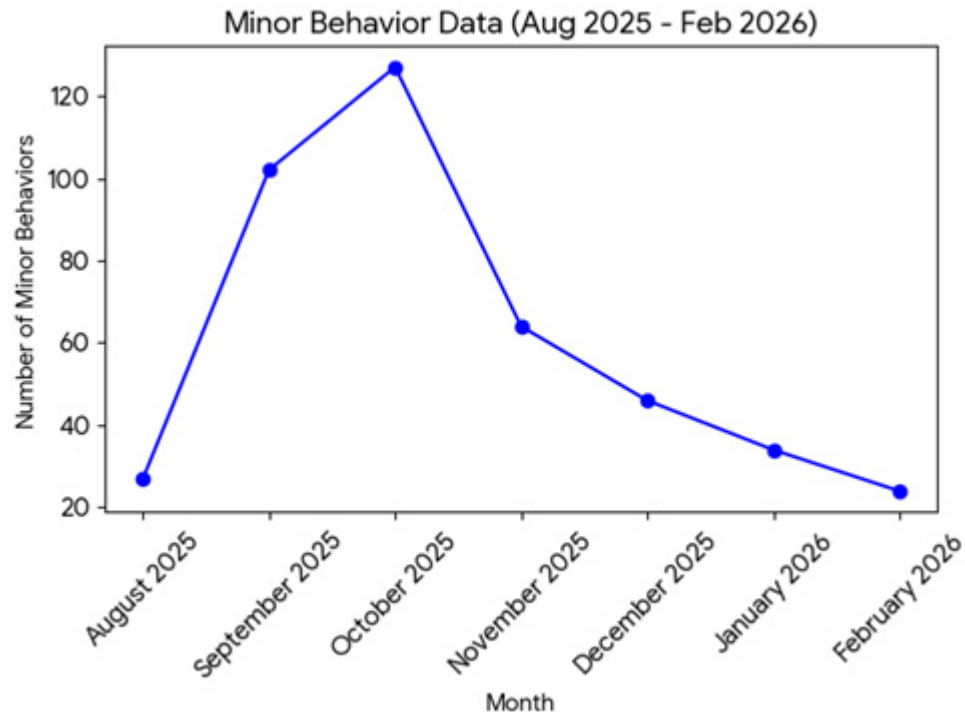
Other: 108

Restorative Conference: 49

Intervention: 49

**Suspension: 24**

# Minor Behavior Data



August 2025: 27  
September 2025: 102  
October 2025: 127  
November 2025: 64  
December 2025: 46  
January 2026: 34  
February 2026: 24

**Major Behavior Incidents:**  
**Aug. 2024 -Feb. 2025: 432**  
**Aug. 2025 -Feb. 2026: 210**



## TFI: Tiered Fidelity Inventory

- Provides a valid, reliable, and efficient measure of the extent of the effectiveness and application of the features of PBIS
- Survey to measure fidelity across all three PBIS tiers of implementation
- Benchmark of 40 points on Tier 1, 30 points on Tier 2, 38 points on Tier 3 on three consecutive measures to show fidelity
- The new TFI has a 5-point scoring rubric which goes from 0 -4
- Walk-through and survey data is also collected 3 times per year

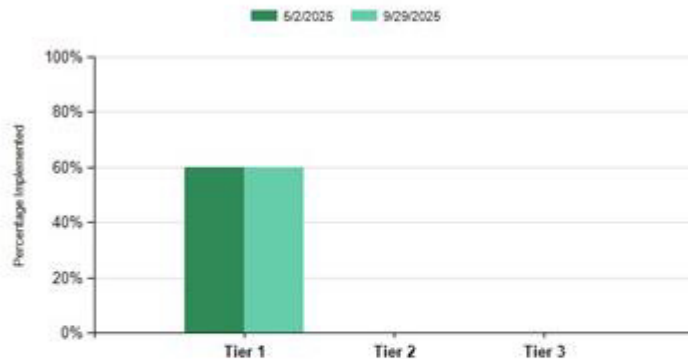
# Tracking Improvement Data



## Alamo Elementary School

Las Vegas, Nevada

Tiered Fidelity Inventory 3.0  
Alamo Elementary School  
5/2/2025 - 9/29/2025



### Scale Percentage

| Date Completed | Tier 1 | Tier 2 | Tier 3 |
|----------------|--------|--------|--------|
| 5/2/2025       | 60%    | NA     | NA     |
| 9/29/2025      | 60%    | NA     | NA     |

### Scale Points / Maximum Possible Points

| Date Completed | Tier 1  | Tier 2 | Tier 3 |
|----------------|---------|--------|--------|
| 5/2/2025       | 48 / 80 | NA     | NA     |
| 9/29/2025      | 48 / 80 | NA     | NA     |



CENTER ON

**PBIS**

Positive Behavioral  
Interventions & Supports

TIERED FIDELITY INVENTORY

## Student Interview Questions

Interview a minimum of 10 students.

1. What are the schoolwide expectations or values (e.g., high 5's, 3 bee's; use the school acronym for the behavioral expectations if there is one)? *[Use to score TFI Item 1.4 Schoolwide Expectations Taught]*
2. Can you give an example of \_\_\_\_\_ (school expectation) in the \_\_\_\_\_ (current setting or routine)?  
Y or N. *[Use to score TFI Item 1.4 Schoolwide Expectations Taught]*
3. Have you been acknowledged (or earned ) for demonstrating the schoolwide expectations or values in the last 2 weeks? Y or N. *[Use to score TFI Item 1.5 Schoolwide Acknowledgment]*
4. Are you acknowledged or rewarded in ways that you like (elementary) or are meaningful to you (secondary)?  
Y or N. *[Use to score TFI Item 1.5 Schoolwide Acknowledgment]*



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports

TIERED FIDELITY INVENTORY

## Staff Interview Questions

Interview at least 10% of staff or at least five staff members for smaller schools.

1. What are the schoolwide expectations or values (e.g., high 5's, 3 bee's; use the name of school acronym for the behavioral expectations if there is one)? *[Use to score TFI Item 1.3 Schoolwide Expectations]*
2. Have you taught the behavioral expectations defined in the schoolwide matrix this year? Y or N.  
*[Use to score TFI Item 1.4 Schoolwide Expectations Taught]*

### If staff person is a classroom teacher:

- a. Have you also defined and taught these behavioral expectations for each of your classroom routines (Classroom Matrix)? Y or N. *[Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms]*
- b. Have you integrated the schoolwide expectations into your academic and social emotional behavioral (SEB) curriculum? Y or N. *[Use to score TFI Item 1.9 Schoolwide Practices used in Classrooms]*

# Example: 1.3: Schoolwide Expectations



The school has established a set of 5 or fewer positively stated schoolwide SEB expectations or values.

## Scoring Criteria

|   |                                                                                                                                                                                                                                                                                                                                                                                    |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | Schoolwide expectations <b>have not</b> been identified, are not all positive, or are more than five in number.                                                                                                                                                                                                                                                                    |
| 1 | <b>Five or fewer positive schoolwide expectations exist</b> but may not be aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), or known by staff.                                                                                                                                                            |
| 2 | Five or fewer positive schoolwide expectations exist, <b>are aligned with the school vision, accessibly posted, and identified for specific settings and routines</b> (i.e., teaching matrix), <b>and at least 80% of staff can list at least 67% of the expectations.</b>                                                                                                         |
| 3 | Five or fewer positive schoolwide expectations exist, are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), <b>and at least 90% of staff can list all of the expectations.</b>                                                                                                                             |
| 4 | Five or fewer positive schoolwide expectations exist that are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), and at least 90% of staff can list all of the expectations, <b>and SEB curriculum or standards are clearly aligned to the schoolwide expectations and explicit within teaching matrix.</b> |

# Connectedness Goal Strategies

1. Strengthen Tier 1 Positive Behavior Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.
2. Look at 2-3 areas where the school scored lower and focus on steps towards improvement:  
Schoolwide Expectations  
Schoolwide Expectations  
Taught Schoolwide  
Acknowledgment

|      |                                                                                                                             |
|------|-----------------------------------------------------------------------------------------------------------------------------|
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