

Clark County School District

Alamo, Tony ES

2025-2026 School Improvement Plan

Title I



Mission Statement

The mission of Tony Alamo Elementary School is to provide a safe and positive educational environment that promotes learning and achievement.

Students, staff, families and the community will work together in a caring and respectful manner in order to achieve academic and behavioral expectations.

Vision

Tony Alamo Elementary School is committed to academic excellence.

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/tony_alamo_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Overall, the percentage of students scoring **below the 41st percentile** (i.e. “At Risk”) in reading decreased from **36%** (Fall 2024) to **34%** (Spring 2025). The percentage of students scoring **at or above the 61st percentile** increased from **45%** (Fall 2024) to **46%** (Spring 2025). School wide, 55% of students met projected growth targets.

Of the 799 Alamo students continuously enrolled from Fall 2024 to Spring 2025, nearly all grade levels achieved growth percentiles above the 50th percentile, and Alamo overall achieved 52nd percentile for growth in Spring 2025. The highest growth percentiles were 1st grade (59th percentile) and kindergarten (75th percentile). Of the 799 Alamo students continuously enrolled from Fall 2024 to Spring 2025, overall achievement increased from 56th percentile to 58th percentile between the Fall 2024 and Spring 2025 testing events. The highest achievement percentiles were 1st grade (62nd percentile), 3rd grade (63rd percentile) and kindergarten (69th percentile).

Student Success Areas for Growth

In 2nd, 4th and 1st grades, the **percentage of students at risk** were the highest at **46%**, **40%**, and **37%**, respectively. The percentages of students meeting growth targets in these grade levels were at 53%, 54%, and 57%, respectively. Additionally, 4th grade had the lowest growth percentile (41st) from Fall 2024 to Spring 2025 when compared to all other grade levels. Of the 126 2nd grade students continuously enrolled since Fall 2024, Spring 2025 achievement in 2nd grade was at the 49th percentile. Of the 143 4th grade students continuously enrolled since Fall 2024, Spring 2025 achievement in 4th grade was at the 50th percentile.

The following are the percentages of students at Alamo ES below the 41st percentile on the 2025 Spring MAP assessment (60th percentile and above most closely aligns with proficiency):

- K – 26%
- 1st – 37%
- 2nd – 46%
- 3rd – 22%
- 4th – 40%
- 5th – 35%

Overall, 34% of Alamo students scored below the 41st percentile (At Risk) in reading on *Spring 2025 MAP Growth*.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Wide array of languages-no dominant L2. Students require specially designed scaffolds and supports, and differentiated instruction to allow full participation in Tier 1 instruction.	Use differentiated supports and integrate scaffolds to build academic language. Extend language opportunities through online educational software.
Foster/Homeless	Students require specialized SEL support to reduce potential negative impact of environmental factors.	Counselor will check in with teacher of identified students and provide necessary supports and resources
Free and Reduced Lunch	Students require additional support and practice opportunities to promote proficiency. Families require additional services to coordinate efforts to support student learning at home and at school.	Provide devices and educational software for differentiated practice for student use at home
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensure all students have access to high-quality instruction	Achievement gaps will be identified with MAP data
Students with IEPs	Students require additional support and practice opportunities to promote proficiency. Diverse learning needs require design of intentional scaffolds and supports, co-created by general education teachers and special education staff. Families require additional services to coordinate efforts to support student learning at home and at school.	Teacher teams will review individual goals and accommodations to ensure student supports in accessing grade-level content. Training, collaboration time, and support provided to general education and special education staff in order to meet students' individualized needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Reading proficiency has increased overall, but performance varied across grade levels.

Critical Root Cause: Inconsistent implementation of the MTSS framework, including differentiation during Tier I instruction, within and across grade levels, and inconsistent instructional practices in teaching foundational skills in primary grades.

Problem Statement 2: A large percentage (34%) of students are still achieving below the 41st percentile (At Risk). Students who are not proficient in reading will continue to fall behind because text complexity and cognitive demands on readers increase with each grade level.

Critical Root Cause: Need for professional learning on skillful teaching the NVACS and required increase in opportunities for discourse, and increase in rigor during instruction and assessment.

Inquiry Area 1: Student Success

SMART Goal 1: Decrease the percent of students scoring below the 41st percentile in reading from 34% (spring, 2024) to 29% by spring of 2025 as measured by MAP Growth Assessments.

Formative Measures: MAP Growth Reading

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Design and deliver high quality rigorous differentiated Tier 1 reading instruction by integrating LETRS informed instructional practices on the science of reading with adopted curriculum, instructional modeling and observation, and teacher-led discussions during PLCs, with an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Participate in district LETRS professional learning for K-5 teachers on the science of reading	principal, assistant principals, literacy specialist, K-5 teachers	Monthly (4-5 sessions/month); August, 2025 - May, 2026			
2	Grade level teams will integrate learning from LETRS training and district adopted Tier 1 literacy materials (HMH Into Reading, 95 Phonics) to design high-quality instruction during PLCs	grade level chair, literacy specialist, teachers	Weekly; August, 2025-May, 2026			
3	Provide coaching and support for 95 Phonics implementation Implement 95 Phonics Core program with fidelity; pthrough walk-through data, coaching cycles, and on-site support sessions with 95% group site liaison. Conduct monthly fidelity checks using a walkthrough tool aligned to the program components.	grade level chair, teachers, literacy specialist	Monthly; August, 2025-May, 2026			
4	Use screening data (e.g. KEA, FastBridge earlyReading, FastBridge CBM Reading) and formative assessment to design differentiated instruction (including small groups) within the literacy block.	classroom teachers, resource teachers	August 11-29, 2025			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
5	Leadership team will implement bi-weekly instructional rounds of 6 classrooms as scheduled using a Tier 1 observation tool; resulting data will be integrated into PLC conversations and drive professional learning needs	principal, assistant principals, literacy specialist, literacy interventionist, teacher-leaders	Bi-weekly; August, 2025-May, 2026
6	Classroom teachers will implement Exact Path (Edmentum) for 40 minutes per week during differentiated instruction to provide students an individualized learning pathway in reading	classroom teachers	Weekly; August, 2025-May, 2026
7	MTSS Team will meet monthly and use a structured Data-Driven Instruction (DDI) protocol to analyze reading data, set goals, and analyze walkthrough and observation data to provide immediate coaching and support.	MTSS Team (academic)	Monthly; August 2025-June, 2026

Position Responsible: Principal

Resources Needed: LETRS training materials and online learning sessions

Literacy Specialist to provide instructional coaching and support

Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, collaboration, and to design professional learning

Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments

HMH Into Reading curriculum

95 Phonics Core curriculum

Tier 1 literacy monitoring tool

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.2

Evidence Level

Level 1: Strong: 95 Phonics Core Program

Level 2: Moderate: HMH Into Reading; Coaching; Data Analysis

Level 3: Promising: LETRS (Language Essentials for Teachers of Reading and Spelling); Professional Learning Communities (PLC); Exact Path (Edmentum)

Problem Statements/Critical Root Cause: Student Achievement Strategy 2 Details

Improvement Strategy 2: Provide evidence-based intensive Tier 2 reading intervention in small groups to provide targeted, supplemental instruction for students who are not making adequate progress.

Reviews

Status Check

EOY Reflection

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Establish learning lab intervention model where Literacy Interventionist and Certified Temporary Tutors (CTTs) deliver targeted interventions for students identified as "at-risk," during the grade level intervention block, three days each week from August to May.	literacy specialist, literacy interventionist, and certified temporary tutors (CTTs)	August 25, 2025 to May 8, 2026
2	Literacy Interventionist will provide professional learning to train paraprofessionals in delivering interventions using 95 Comprehension and 95 Vocabulary Surge Tier 2 programs.	literacy interventionist	August 11-22, 2025
3	Literacy Interventionist and CTTs will use appropriate FastBridge literacy measures to monitor student progress weekly	literacy interventionist	Weekly; August 25, 2025-May 8, 2026
4	MTSS team to meet with classroom teachers every 6 weeks to adjust instructional targets and groupings based on real-time data	MTSS Team (academic)	Every 6 weeks; August 25, 2025-May 8, 2026
5	Ongoing professional development for intervention staff on phonics routines, error correction, and guided reading strategies. Weekly coaching check-ins with the Literacy Interventionist.	MTSS Team (academic)	August, 2025-May, 2026
6	Grade-level teams will deliver targeted interventions for students identified as "at risk", during the grade level intervention block, five days each week, using 95 Phonics Intervention program, from August to May	MTSS Team (academic)	August 25, 2025 to May 8, 2026
7	MTSS Team will design and deliver professional learning to staff on the first Staff Development Day on the framework for tiered supports, site timelines, grade-level expectations, supplemental curriculum, and overview of learning lab intervention model.	MTSS Team (academic)	August 6-8, 2025

Position Responsible: Administration, Literacy Strategist, and Literacy Interventionist

Resources Needed: Literacy Specialist to provide instructional coaching and support

Literacy Interventionist to provide interventions and facilitate learning lab

Certified Temporary Tutors (CTTs) to provide Tier II interventions to students identified as "at-risk"

Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, and designing professional learning

Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments

95 Comprehension program

95 Surge Vocabulary program

95 Phonics Tier 2 program and Phonics Leveled Library

Oct	Feb	June
No review	No review	

FastBridge Progress Monitoring measures Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: Multi-Tiered Systems of Support (MTSS); 95 Phonics Intervention Programs Level 2: Moderate: Coaching; Data Analysis Level 3: Promising: MAP Growth assessment Problem Statements/Critical Root Cause: Student Success 1						
Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Extend learning opportunities with after school reading groups and family literacy events.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Invite at-risk students for 2-3 weekly sessions of high-interest reading instruction and fluency practice	MTSS Team (academic)	Ongoing September, 2025-February, 2026	No review	No review	
2	Provide after-school supplemental instruction 3 times per week for multilingual learners using Focused Language Study (FLS) program.	ELL Student Success Advocate	Ongoing September, 2025-February, 2026			
3	Host quarterly family nights focused on foundational reading skills and how to support reading at home. Provide take-home phonics games and decodable books aligned to classroom instruction.	Literacy Specialist	Ongoing September, 2025-February, 2026			
Position Responsible: Principal Resources Needed: ELL Student Success Advocate to organize after-school programs Extra duty pay to pay licensed teachers to plan and deliver supplemental instruction, and assist with family literacy events Data from MAP Growth assessments, WIDA assessments, and other schoolwide literacy measures FastBridge Progress Monitoring measures Focused Language Study (FLS) program Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Focused Language Study (FLS) program; parent literacy events Problem Statements/Critical Root Cause: Student Success 1						

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC form and agenda usage increased, with 100% of PLCs followed the common meeting structure, which is a significant increase from last year. Frequency of PLC meetings increased significantly compared to last year. Staff survey data indicated positive responses associated with the impact of PLCs on student learning and teacher efficacy.

Adult Learning Culture Areas for Growth

Schoolwide, the majority of PLC sessions focused on the Plan stage of the teaching & learning cycle (51%) and the Teach stage (24%). Less time was spent on the Analyze stage (21%) and Respond stage (2%). The focus areas varied depending on grade level and subject, since some intermediate classrooms departmentalize. Much of the focus on planning is attributed to the new release of summative assessments aligned with the district adopted reading curriculum. The frequency of PLC meetings decreased during the second semester. In intermediate grades, PLC meetings were sometimes used during third quarter to examine lesson rigor compared to sample tasks from state testing and ensure students were prepared, part of the Plan stage.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Provide professional learning on strategies for integrating academic language supports(e.g. content & language anchor charts, visible language supports, differentiated vocabulary supports). Analyze student performance data during PLC meetings.
Foster/Homeless	Students require specialized SEL support to reduce potential negative impact of environmental factors.	Counselor will provide professional development to staff on MTSS and dealing with students that have encountered trauma.
Free and Reduced Lunch	Students require additional support and practice opportunities to promote proficiency. Families require additional services to coordinate efforts to support student learning at home and at school.	Ensuring a guaranteed curriculum responsive to student instructional needs, ELL funding will be leveraged to support teacher participation in professional learning focused on effectively planning instruction to support all learners.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensure all students have access to high-quality instruction	Achievement gaps will be identified with MAP data.
Students with IEPs	Students require additional support and practice opportunities to promote proficiency. Diverse learning needs require design of intentional scaffolds and supports, co-created by general education teachers and special education staff. Families require additional services to coordinate efforts to support student learning at home and at school.	Teacher teams will review monitor student progress toward grade-level instructional goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC data regarding frequency and focus of meetings reflects an emphasis on planning and teaching stages, and significantly less focus on analyzing and responding to student performance data. At least half of PLC meetings should focus on components of the Teaching & Learning Cycle which bridge PLCs with classroom practices (i.e. Analyze, Respond).

Critical Root Cause: Continued need for professional learning and support in effective implementation of PLC+ framework, specifically developing agendas aligned with Teaching & Learning Cycle, building teacher leadership roles in PLC facilitation, and analyzing and responding to student performance data.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 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.

Formative Measures: PLC observation tool

Aligns with District Goal

Improvement Strategy 1 Details	Reviews	
Improvement Strategy 1: Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional		EOY

learning, and instructional modeling and observation, embedding best practices.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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	principal, assistant principals, literacy specialist, math strategist	Ongoing; August, 2025 - May, 2026
2	Grade level teams will hold weekly PLC meetings to analyze student learning data and design differentiated learning opportunities	grade level chair, teachers, literacy specialist, math strategist	Weekly; August, 2025 - May, 2026
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	principal, assistant principals, literacy specialist, math strategist	Bi-weekly; August, 2025 - May, 2026
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	grade level chair, teachers, literacy specialist, math strategist	Quarterly; October 2025, December 2025, March 2026, and May 2026
5	Increase focus on learning by reviewing actual student work during PLCs to calibrate expectations, adjust instruction. Identify exemplar responses and common misconceptions.	grade level chair, teachers, literacy specialist, math strategist	Weekly; August, 2025 - May, 2026

Position Responsible: Principal

Resources Needed: Materials for PLC meetings

Literacy Specialist & Math Strategist to train & facilitate grade level teachers in conducting data-driven PLC meetings

Extra duty pay and purchase prep periods to provide time for teachers to attend PLCs, collaboration, and to design professional learning

Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments

HMH Into Reading curriculum

95 Phonics Core curriculum

Tier 1 literacy monitoring tool

PLC Observation tool

PLC Reflection Tool

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Status Check		Reflection
Oct	Feb	June
No review	No review	

Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: PLCs - level Level 3: Promising: Analyze data in PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1			
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Connectedness

Connectedness Areas of Strength

At Alamo Elementary, when students were asked if they had been acknowledged (or earned) for demonstrating the schoolwide expectations or value in the past two weeks, 72.7% of the student said yes. When students were asked if they were acknowledged or rewarded in ways that they like, 90.9% of students said they were.

Connectedness Areas for Growth

When students were asked what the schoolwide expectations or values were for behavioral expectations, only 27.3% of students were correctly able to identify that they are to be respectful, responsible, and ready to learn. In addition, there were 27 suspensions over the course of the 2024-2025 school year. Broken down by ethnicity: 37% of students were Hispanic/Latino; 25.9% were Black/African American; 18.5% were Asian; 11.1% were white, and 7.4% were two or more races.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There are a wide array of languages with no dominate L2. Students will require differentiated instruction and visual cues to assist with rubrics and repeated direction.	Use differentiated supports and repeated instructions to build opportunities for success.
Foster/Homeless	Students require extended SEL support and differentiated discipline steps to reduce the impact of environmental factors.	Teacher, administration, and student should work with foster parent and/or case worker for extended progressive discipline when appropriate.
Free and Reduced Lunch	Students require additional support and opportunities to practice appropriate behavior with environmental circumstances.	Teacher, administration, and student should work with parent for extended progressive discipline when appropriate.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Cultural expectations, including those at home, are factored when using discipline at school.	Collaboration between parent, teacher, student, and administration to ensure equitable treatment for all students.
Students with IEPs	IEP supports must be considered when dealing with discipline, including the nature of the disability.	Teacher, administration, and SEIF will collaborate to create a behavior plan (when applicable) to ensure the highest success rate possible for students to meet the students' individualized needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are inconsistent in knowing the behavioral expectations in different areas of the school and what being respectful, responsible, and ready to learn looks like depending on where they are located.

Critical Root Cause: Support and time for educators to explicitly teach expectations through the established example and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing social, emotional, and behavioral and academic instruction.

Inquiry Area 3: Connectedness

SMART Goal 1: 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.

Formative Measures: TFI 3.0, School-wide behavior data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 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.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administer the TFI 3.0 to obtain baseline data	PBIS Team leads Szemety and Clemmons	Fall (September 2025)			
2	Based on the results of the TFI prioritize one to three items for implementation focus	PBIS Team leads Szemety and Clemmons	Ongoing (September - December 2025)			
3	Teach the three schoolwide SEB expectations defined in a schoolwide teaching matrix with specific examples by setting and routine	PBIS Team	October 2025			
4	Post schoolwide expectations in common areas around the school	PBIS Team leads Szemety and Clemmons	October 2025			
5	Hold a meeting to share the SEB matrix with the staff. Communicate the individual and group incentive program for staff members (at least 80%) to be able to list at least 3 expectations by November 30, 2025.	PBIS Team leads Szemety and Clemmons	November 2025			
6	Administer the TFI 3.0 focused on the prioritization implementation items to monitor progress		Winter (January) 2026			
7	Continue to work on strengthening Tier 1 PBIS Implementation		Ongoing (January - May) 2026			
Resources Needed: Harmony (District provided) Panorama (District provided) Counselor (District Provided) Behavior Interventionist (Weighted)						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Counselor 1 Level 4: Demonstrate Rationale: Rethink Ed; Student mentoring Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: Reading proficiency has increased overall, but performance varied across grade levels.

Critical Root Cause 1: Inconsistent implementation of the MTSS framework, including differentiation during Tier I instruction, within and across grade levels, and inconsistent instructional practices in teaching foundational skills in primary grades.

Problem Statement 1 Areas: Student Success

Problem Statement 2: PLC data regarding frequency and focus of meetings reflects an emphasis on planning and teaching stages, and significantly less focus on analyzing and responding to student performance data. At least half of PLC meetings should focus on components of the Teaching & Learning Cycle which bridge PLCs with classroom practices (i.e. Analyze, Respond).

Critical Root Cause 2: Continued need for professional learning and support in effective implementation of PLC+ framework, specifically developing agendas aligned with Teaching & Learning Cycle, building teacher leadership roles in PLC facilitation, and analyzing and responding to student performance data.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students are inconsistent in knowing the behavioral expectations in different areas of the school and what being respectful, responsible, and ready to learn looks like depending on where they are located.

Critical Root Cause 3: Support and time for educators to explicitly teach expectations through the established example and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing social, emotional, and behavioral and academic instruction.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - Observation and walk-through data
 - PLC Observations

Adult Learning Culture

- Coaching Logs
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Walk-through data
- Other
 - Professional Learning, Observations, PLC Structures
 - Observation and walk-through data, PLC Observations

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Other
 - Student Surveys, Staff Surveys, TFI 3.0 data
 - TFI 1.4: Schoolwide Expectations Taught

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Administration meets with the MTSS team quarterly to analyze evidence of student learning based on site (e.g. Fast Bridge progress monitoring, classroom assessments) and district assessments (i.e. MAP Growth). Administration meets with Leadership team to review and analyze data related to adult learning goals and classroom practices (e.g. PLC agendas, walk-through data/observations).

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

The Site Based Committee, which includes staff, parents, and community members meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered during parent/community events such as Pastries with the Principal, staff/parent surveys, and meetings with the CI Team.

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. District wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I funds are used at our site to expand student access to individualized learning through the purchase of instructional technology (i.e. Chromebooks, iPads, headphones) and evidence-based educational software which provides individualized learning pathways and extension opportunities.

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

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

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$111,245	1 full-time SEIF to provide instructional coaching & support to special education teachers (\$68,853) 1 floater SPTA to provide support in Special Education classrooms (\$42,394)	Student Success Goal Adult Learning Culture Goal
At-Risk Weighted Allocation	\$55,000	Licensed Stipend to attract & retain high-quality teachers (\$55,000)	Student Success Goal Adult Learning Culture Goal
EL Weighted Allocation	\$463,518	1 literacy interventionist and 1 math interventionist to provide tiered academic supports and coaching (\$275,929) - Extra Duty Licensed for collaboration, professional learning, and tutoring (\$42,589) - Preparation Period Buy-Outs to conduct PLCs (\$115,000) - Employee training for professional learning fees and materials (\$30,000)	Student Success Goal Adult Learning Culture Goal
General Carry Forward	\$1,622.14	95 Percent Group Tier II instructional materials - Licensed teacher in 3rd grade (\$126,000)	Student Success Goal
At-Risk Weighted Carry Forward			
EL Weighted Carry Forward	\$44,215	3 CTTs to provide tiered academic supports in English Language Arts	Student Success Goal
Title IA	\$340,178.77	3 CSR licensed teachers for 1st, 3rd, and 4th grades (\$295,807) - Chromebooks & headphones for student use (\$16,900) - Web based instructional programs Nearpod/Flocabulary, BrainPOP, MathFactLab, Exact Path, Lexia English (\$27,471.77)	Student Success Goal

School Organizational Team

Team Role	Name	Position
Support Staff Member	Valerie Zeller	Library Aide
Parent Member	Jody Rookhuyzen	Parent
Parent Member	Maria Herrera	Parent
Licensed Staff Member	Vivian Solidum	Teacher (Kinder)
Licensed Staff Member	Jennifer Szemety	Behavior Interventionist
Principal	Todd Lindberg	Principal

School Continuous Improvement Team

Team Role	Name	Position
CIT Member	Cecilia Clemmons	School Counselor
CIT Member	Lisa Bishop	Teacher (5th grade)
CIT Member	Anthony Gularte	Teacher (5th grade)
CIT Member	Iris Blazi	Teacher (4th grade)
CIT Member	Angela Nixon	Teacher (3rd grade)
CIT Member	Kris Magalnik	Teacher (2nd grade)
CIT Member	Angela Taylor	Teacher (2nd grade)
CIT Member	Julie Hewitt	Teacher (1st grade)
CIT Member	Kari Rasmussen	Teacher (1st grade)
CIT Member	Constance Campbell	Teacher (Kinder)
CIT Member	Jeerawan Kawado	Math Interventionist
CIT Member	Amanda Eveleigh	Literacy Specialist
CIT Member	Shannon Regin	Assistant Principal
CI Team Lead	Jandelle Blackway	Assistant Principal
Required	Todd Lindberg	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meetings	Ongoing monthly; August 2024 to May 2025	Discussions focused around staffing, progress toward school goals, family and community events, budget allocations, strategies for increasing community involvement.