

Clark County School District
Harney, Kathleen and Tim MS
2025-2026 School Improvement Plan
Title I, ATSI, AB219



District Approval Date: May 15, 2025 **Public Presentation Date:** May 15, 2025

Mission Statement

Our mission at Kathleen and Tim Harney Middle School is to provide students the opportunity to succeed in a safe, respectful, and caring community. We are committed to promoting literacy and life-long learning through high expectations and shared responsibility with parents and students.

Vision

“All students progress in school and graduate prepared to succeed and contribute in a global diverse society.”

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/kathleen_and_tim_harney_middle_school/nspf/

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Comprehensive Needs Assessment

Revised/Approved: August 4, 2025

Student Success

Student Success Areas of Strength

- Both 7th and 8th grade students were in the 52nd percentile Growth Median Distribution for Reading on the Spring 2025 benchmark MAP Assessment.
- Grade 6th students were in the 44th percentile and Grade 8th students were in the 42nd percentile for math on the Spring 2025 benchmark MAP Assessment.
- The number of non-proficient 6th graders decreased from 68.2% to 56.2% in 24-25 SBAC ELA.
- The number of non-proficient 6th graders decreased from 72.2% to 62.3% in 24-25 SBAC math.

Student Success Areas for Growth

Areas of growth include, increasing ELA and Math proficiency in all grade levels as measured by state assessments/SBACs. *Currently, our students show needs for growth in both ELA and mathematics. Based on spring 2025 SBAC data, 9.3% of students are proficient in mathematics, and 23.2% are proficient in ELA.*

Student Success Equity Resource Supports

- Disruptions in housing can negatively affect academic achievement and/or attendance rates.
- Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.
- Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.
- Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.

Student Group	Challenge	Solution
		AB 219 Student Success Improvement Strategy: Professional Learning Communities, Exact Path (Edmentum), HMH Into Literature (6-8), ThinkCERCA, Carnegie Learning, FLS, and ACLE AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2, 3, 2, 3, 1

English Learners

In addition to the school wide goal and considered equity supports, Harney Middle School has adopted the following Student Success Action Plan in alignment to AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: 2%

ELL Math Proficiency: .9 %

ELL WIDA Met AGP: 13.5%

AB 219 Student Success Root Causes: As evidenced by SBAC and the WIDA ACCESS Assessment, the problem is ELLs are performing in the bottom 30th percentile Nevada/CCSD. The root causes of low performance of ELLs in language proficiency and content achievement is due to:

- A high number of staff vacancies, there is a need to ensure that instruction and instructional support is provided by licensed teachers and qualified support staff.
- Inconsistencies in planning for and delivering instruction that allows students the ability to transfer language skills and content knowledge to demonstrate proficiency in SBAC.
- Inconsistencies in planning for and delivering instruction that engages students in academic discourse.
- Individual teachers needing to acquire additional knowledge and

AB 219 Student Success Action

- **Action Step [1]:** All licensed and support staff who are hired will be trained in effective instructional strategies.
 - **Monitoring Plan:** Weekly Tier I Instructional Monitoring (Focal Point), scheduled and unscheduled quarterly classroom observations.
 - **Person Responsible:** Administration, Student Success Instructional Facilitators and Strategist will monitor. RPDP will train staff. Teachers will implement.
- **Action Step [2]:** Implementation and usage of effective curriculum in Focused Language Study (FLS) and Academic Content Language Expansion (ACLE) to support newcomers and long-term ELLs.
 - **Monitoring Plan:** Weekly lesson plans by TESL teachers. Weekly Tier I Instructional Monitoring (Focal Point), scheduled and unscheduled quarterly classroom observations.
 - **Person Responsible:** Administration and Student Success Instructional Facilitator will monitor. Teachers will implement.
- **Action Step [3]:** Teachers will incorporate effective discourse structures into their Tier I instruction to engage students in academic discourse. RPDP will train staff, and teachers will implement. RPDP learning walks with math teachers monthly.
 - **Monitoring Plan:** Weekly lesson plans by teachers. Weekly Tier I Instructional Monitoring (Focal Point), scheduled and unscheduled quarterly classroom observations.
 - **Person Responsible:** Administration and Student Success Instructional Facilitator will monitor.

skills to deliver effective grade - level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously

Students need consistency in Tier I instruction, scaffolds, and language support to increase their language and content achievement.

AB 219 Student Success Goals:

- **Mathematics Summative Assessment**
 - Increase SBAC proficiency in Math from .9 % in 2024 to 5% in 2025.
- **Language Arts Summative Assessment**
 - Increase SBAC proficiency in Reading from 2.0 % in 2024 to 5% in 2025.
- **Language Summative Assessment**
 - Harney MS will increase the percentage of ELLs meeting AGP, as measured by ACCESS, from 13.5% (23/24 baseline data) to the 36% quartile by May 2025.

- **Action Step [4]:** Teachers will implement high impact instructional strategies (the use of discourse structures, differentiated instruction, SBAC testing strategies). RPDP will train. HMH will coach. Teachers will implement.

- **Monitoring Plan:** Weekly lesson plans by teachers. Weekly Tier I Instructional Monitoring (Focal Point), scheduled and unscheduled quarterly classroom observations.

- **Person Responsible:** Administration and Student Success Instructional Facilitators will monitor.

- **Action Step [5]:** Specialized Program Teacher Assistants (SPTA) will provide additional support to ELLs in English, math, science and social studies classrooms. RPDP will train. HMH will coach. Teachers will implement.

- **Monitoring Plan:** Weekly Tier I Instructional Monitoring (Focal Point), scheduled and unscheduled quarterly classroom observations.

- **Person Responsible:** Administration and Student Success Instructional Facilitators will monitor. RPDP will train. HMH will coach. Teachers will implement.

AB 219 Student Success Professional Learning

- **Professional Learning for Teachers and Staff :** Provide all licensed staff with ongoing and research-based professional development and coaching opportunities to develop teachers' knowledge of discourse structures, differentiated instruction, and testing strategies to help teachers design appropriate grade-level content-based lessons for ELL students.

Student Group	Challenge	Solution
Foster/Homeless	• Disruption in housing can negatively affect academic achievement and/or attendance rates. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability food insecurity), which can affect the ability to fully engage in academic learning. • Students require social-emotional support, which, while essential, can reduce available time for academic instruction. • Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time. • Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	Food bags, Three Square resource support, School Bell, Math tutoring, School Mental Health Professional and Counselor check-in, SEL guidelines
Free and Reduced Lunch	• Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Breakfast and lunch provided, Chromebooks, Clubs/ activities after school, Math tutoring, SEL guidelines
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	- Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized. - Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	ULD training and resources, Enrichment classes, Math tutoring, Fundamentals classes, SEL guidelines, homework club, ACLE & FLS classes, Summit K-12. ATSI Designation Supports
Students with IEPs	Check-in with Case Manager, CC classes for added supports, SEL guidelines	

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment.
 ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment.

Critical Root Cause: Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 1. 93% of instruction was observed to be in alignment with CCSD Pacing Guide. (Focal Point)
- 2. 97% of Instructional Materials were implemented to support mastery of the standards
- 3. 95% of Learning Tasks and Activities were aligned to Standards

Adult Learning Culture Areas for Growth

Increase the percentage of classroom observations that show evidence of teachers providing appropriate differentiation and scaffolding during Tier 1 instruction from 66% (2024-2025 School Year) to 70% by the end of the school year (May 2026).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	In addition to the school wide goal and considered equity supports, Harney MS has adopted the following Adult Learning Culture Action Plan in alignment to AB 219 <i>AB 219 Data Reviewed</i> Classroom Observations: Daily and weekly classroom walkthroughs using the Tier I Monitoring Tool (Focal Point) with NEPF Indicators. District-Wide Survey: 54% of staff felt that there is good communication amongst teachers, staff, and administrators at this	AB 219 Adult Learning Culture Improvement Strategy: Harney MS will build teachers’ capacity by providing teachers with PLC embedded professional development to increase their scaffolding and differentiation knowledge to deliver effective grade-level instruction in Tier I. Instruction will be designed to provide ELLs’ access to the content with student dialogue opportunities that builds English language proficiency and results in content achievement. AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 AB 219 Adult Learning Culture Action • Action Step [1]:Provide opportunities for teachers to participate in professional learning to increase their confidence to deliver

English Learners

school. (2023 District Survey Data)
Weekly Memos to obtain feedback on the type of professional learning needed by staff.

AB 219 Adult Learning Culture Root Causes: As evidenced by the district-wide and school-wide climate survey, one problem is that teachers needed more support to address the needs of ELLs, especially newcomer students. A root cause of low performance of ELLs in language proficiency and content achievement is due to:

- Teachers' confidence in planning for and delivering effective instruction that allows ELLs the ability to build language skills and content knowledge to demonstrate proficiency in SBAC.
- Teachers' ability to deliver instruction that engages ELL students due to their inexperience with ELLs.
- Teachers' hesitation to seek assistance in acquiring the knowledge and skills to deliver effective grade level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.

Students need teachers who have the knowledge to differentiate instruction and scaffold activities to support their development of language and academic skills in all content areas.

AB 219 Adult Learning Culture Goals:

- **Professional Learning and Collaboration**
 - The percent of scaffolding and differentiation strategies that are observed will be 61% (scaffolds) and 45% (differentiation) at the end of semester 1 and 65% (scaffolds) and 50% (differentiation) at the end of semester 2, [2025] as measured by the

effective scaffolded and differentiated instruction to increase ELL student achievement.

- **Monitoring Plan:** Weekly Tier I Instructional Monitoring (Focal Point), scheduled monthly coaching with HMH and NWEA coaches, scheduled monthly professional development by RPDP.
 - **Person Responsible:** Administration and Student Success Instructional Facilitators
-
- **Action Step [2]:** Provide opportunities for teachers to build trusting relationships with instructional coaches to improve their knowledge and skills to deliver effective grade - level Tier 1 designed to provide ELLs access to content that develops English language, vocabulary, and content simultaneously.
 - **Monitoring Plan:** Weekly Tier I Instructional Monitoring (Focal Point), Scheduled monthly coaching with HMH and NWEA coaches, Scheduled monthly professional development by RPDP
 - **Person Responsible:** Administration, Student Success Instructional Facilitators/Strategist, RPDP and HMH Coaches. Teachers will implement.
 - **Action Step [3]:** Provide opportunities for new teachers to complete the four Understanding Language Development (ULD) sessions.
 - **Monitoring Plan:** Monthly professional learning opportunities during Professional Learning Communities.
 - **Person Responsible:** Administration and District Region ELLD support

	Tier I Monitoring Observations Tool (Focal Point).	AB 219 Adult Learning Culture Professional Learning Professional Learning for Harney MS licensed staff: <i>What professional learning does the site need around instructional practice for ELL students?</i> Professional development that enhances teachers' skills for scaffolding instruction and planning for quality interactions that allow for sustained and reciprocal communication helping students become autonomous.
Foster/Homeless	- Disruptions in housing can negatively affect academic achievement and/or attendance rates. - Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. - Students require social-emotional support, which, while essential, can reduce available time for academic instruction. - Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time. - Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.	Counselors and social workers meet with our foster/homeless students and get them the physical, social, emotional, and academic resources needed. The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch	- Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement. - Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	The counselor, school mental health professional and Communities in School will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	- Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized. - Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	- Prioritized and focused weekly communication from specific point of contact: weekly schoolwide PLC schedule, bi-monthly Instructional Leader Meetings. Academic content in all areas that are inclusive of all cultures in alignment with CCSD Policy 6150. - ATSI Designation Supports - Utilize student success instructional facilitators and a language learner strategist to provide tiered interventions and acceleration for students. - Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.

Student Group	Challenge	Solution
Students with IEPs	• Due to the need for individualized support, students may have gaps in foundational knowledge. • Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	• Teachers must read and understand the needs of their IEP students and partner with the student's TOR if needed to ensure all needs are being met. • Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. • Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers and staff indicate they have not had enough professional learning opportunities to provide appropriate scaffolds and differentiation to meet the needs of all learners.

Critical Root Cause: The implementation of a new curriculum did not allow for teachers and staff to master instructional strategies to support Tier I materials.

Connectedness

Connectedness Areas of Strength

There has been a continual decrease in the number of bullying incidents from 104 (2022-2023) to 61 (2023-2024) to 44 (2024-2025).

Connectedness Areas for Growth

Decrease the percentage of Black/African American students involved in behavior events (excluding truancy and tardies). Currently this subgroup is responsible for 42% of all major behavior events in Datalab.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In addition to the school wide goal and considered equity supports, Harney MS has adopted the following Connectedness Action Plan in alignment to AB 219 AB 219 Data Reviewed <i>Chronic Absenteeism:</i> ELLs Chronic Absenteeism rate 2024: 32.9.% as compared to 37.1% overall population AB 219 Connectedness Root Causes: As evidenced by FocusEd data, the problem is that ELLs have a high chronic absenteeism rate. A root cause of low performance of ELLs in language proficiency and content achievement is due to a lack of awareness by students, family, and community of the impact of absenteeism over the course of a school career. Students need increased awareness and connectedness to school. AB 219 Connectedness Goals: - Chronic Absenteeism/Behavior - Reduce the percent of ELLs chronically absent from 32.9% in 2024 to 30% by 2025, as measured by attendance data.	AB 219 Connectedness Improvement Strategy: Wraparound Services and PBIS Rewards AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 and 1 AB 219 Connectedness Action Action Step [1]: Leverage the skills of our Wraparound Team to decrease ELLs chronic absenteeism. Monitoring Plan: Weekly review of data to guide family communication regarding student absences. Person Responsible: Attendance secretary, student success instructional facilitator, wraparound team, teachers, and administration Action Step [2]: Using PBIS Rewards digital program, reward students for daily attendance and participation. Monitoring Plan: Daily Person Responsible: Administration, Communities In Schools liaison, and teachers AB 219 Connectedness Professional Learning Professional Learning for Harney MS Staff and School Community: Professional learning will be provided to staff and the school community on implementation of PBIS Rewards program and Wraparound services available to the school community to refer students accordingly.

Student Group	Challenge	Solution
Foster/Homeless	Ensuring consistency in implementation and interpretation of SEL lessons.	The school counselors, social worker and Communities-In-Schools (CIS) member will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. Talking Points application will be used to communicate in a variety of languages to parents.
Free and Reduced Lunch	Ensuring consistency in implementation and interpretation of SEL lessons.	Licensed and support staff will provide opportunities for after-hour tutoring, clubs and activities.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensuring consistency in implementation and interpretation of SEL lessons.	Utilize an English Language Learner strategist to provide tiered interventions and acceleration for students. Talking Points application will be used to communicate in a variety of languages to parents.
Students with IEPs	Ensuring consistency in implementation and interpretation of SEL lessons	• Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications. • Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other

ethnicities.

Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

Priority Problem Statements

Problem Statement 1: Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment. ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment.

Critical Root Cause 1: Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers and staff indicate they have not had enough professional learning opportunities to provide appropriate scaffolds and differentiation to meet the needs of all learners.

Critical Root Cause 2: The implementation of a new curriculum did not allow for teachers and staff to master instructional strategies to support Tier I materials.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other ethnicities.

Critical Root Cause 3: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

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
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - ThinkCERCA Benchmark Data

Adult Learning Culture

- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 70th percentile in ELA from 13.3% (fall) to 17% (spring) by 2026 as measured by MAP Growth Assessment.

Formative Measures: MAP
Diagnostic Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPD and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Master Schedule built to allow daily PLC Meetings within contract time to provide teachers with collaboration time to address achievement gaps. PLCs will focus on learning and implementing Amplify, Houghton Mifflin Harcourt (HMH), and Social Studies Tier I instructional materials. PLC on unwrapping standards and measuring progress towards standards mastery PLC to use MAP Data in instruction and Lesson Planning	Administration	2025-2026 School Year			
2	Strategists and administrators will provide PD to staff on Learning Intentions and Success Criteria.	Administration & Student Success Instructional Facilitators & Learning Strategists	2025-2026 School Year			
3	Collaborate with RPD consultants (Strategies for building collaboration) Collaborate with feeder school on vertical alignment	Administration & Student Success Instructional Facilitators & Learning Strategist	2025-2026 School Year			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
4	Conferences with students about data and its relevance.	Student Success Instructional Facilitators & Learning Strategist	2025-2026 School Year
5	Staff meetings updates for student success goals	Administration	2025-2026 School Year
6	School wide incentives for students	Administration, CIS, MTSS Committee Members	2025-2026 School Year

Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants

Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed

ELLD Coordinator for supports

Current Standards

Access to high-quality rigorous texts (Exact Path)

ThinkCERCA

Fundamental Courses

School-wide data (MAP Scores)

Recognition for growth and proficiency

CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: ThinkCERCA

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment. ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment. **Critical Root Cause:** Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of students scoring above the 70th percentile in math from 9.6% (fall) to 16% (spring) by 2026 as measured by MAP Growth Assessment.

Formative Measures: MAP
Diagnostic Assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Master Schedule built to allow daily PLC Meetings within contract time to provide teachers with collaboration time to address achievement gaps. PLCs will focus on learning and implementing Amplify, Houghton Mifflin Harcourt (HMH), and Social Studies Tier I instructional materials. PLC on unwrapping standards and measuring progress towards standards mastery PLC to use MAP Data in instruction and Lesson Planning	Administration & Student Success Instructional Facilitators	2025-2026 School Year				
2	Strategists and administrators will provide PD to staff on Learning Intentions and Success Criteria	Learning Strategists/ Administration	2025-2026 School Year				
3	Conferences with students about data and its relevance	Teachers & Student Success Instructional Facilitators & Learning Strategists	2025-2026 School Year				
4	Collaborate with RPDP consultants (Strategies for building collaboration) Collaborate with feeder school on vertical alignment	Administration	2025-2026 School Year				
5	Staff meetings updates for student success goals	Administration	2025-2026 School Year				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	School wide incentives for students	Administration, CIS, MTSS Committee Members	2025-2026 School Year

Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants

Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed

ELL/D Coordinator for supports

Current Standards

Access to high-quality rigorous texts (Exact Path)

ThinkCERCA

Fundamental Courses

School-wide data (MAP Scores)

Recognition for growth and proficiency

CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: ThinkCERCA

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment. ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment. **Critical Root Cause:** Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Inquiry Area 1: Student Success

SMART Goal 3: Decrease the percentage of students scoring below the 20th percentile in math from 56.7% (fall) to 49% (spring) by 2026 as measured by MAP Growth Assessment.

Formative Measures: MAP
Diagnostic Assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews			
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math.					Status Check		EOY Reflection	
					Oct	Feb	June	
Action #	Actions for Implementation	Person(s) Responsible	Timeline					
1	Master Schedule built to allow daily PLC Meetings within contract time to provide teachers with collaboration time to address achievement gaps. PLCs will focus on learning and implementing Amplify, Houghton Mifflin Harcourt (HMH), and Social Studies Tier I instructional materials. PLC on unwrapping standards and measuring progress towards standards mastery PLC to use MAP Data in instruction and Lesson Planning	Administrators	2025-2026 School Year					
2	Strategists and administrators will provide PD to staff on Learning Intentions and Success Criteria. Conferences with students about data and its relevance	Administrators & Student Success Instructional Facilitators	2025-2026 School Year					
3	Collaborate with RPDP consultants (Strategies for building collaboration)	Administration, RPDP Consultant, Teachers	2025-2026 School Year					
4	Staff meetings updates for student success goals	Administration	2025-2026 School Year					
5	School wide incentives for students	Teachers, Learning Strategist, CIS	2025-2026 School Year					
Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants								

Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed
 ELLD Coordinator for supports
 Current Standards
 Access to high-quality rigorous texts (Exact Path)
 ThinkCERCA
 Fundamental Courses
 School-wide data (MAP Scores)
 Recognition for growth and proficiency
 CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: ThinkCERCA

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 1

No review	No review	
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SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment. ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment. Critical Root Cause: Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Inquiry Area 1: Student Success

SMART Goal 4: Decrease the percentage of students scoring below the 20th percentile in ELA from 49.3% (fall) to 45% (spring) by 2026 as measured by MAP Growth Assessment.

Formative Measures: MAP
Diagnostic Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with RPDP and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Master Schedule built to allow daily PLC Meetings within contract time to provide teachers with collaboration time to address achievement gaps.	Administration	2025-2026 School Year			
2	PLCs will focus on learning and implementing Amplify, Houghton Mifflin Harcourt (HMH), and Social Studies Tier I instructional materials.	HMH Representative, Teachers, Student Success Instructional Facilitators	2025-2026 School Year			
3	PLC on unwrapping standards and measuring progress towards standards mastery	Administration	2025-2026 School Year			
4	PLC to use MAP Data in instruction and Lesson Planning	Administration, Student Success Instructional Facilitators, Learning Strategists,	2025-2026 School Year			
5	Strategists and administrators will provide PD to staff on Learning Intentions and Success Criteria	Administration, Student Success Instructional Facilitators	End of First Quarter 2025-2026 School Year			
6	Conferences with students about data and its relevance	Teachers, Student Success Instructional Facilitators	2025-2026 School Year			
7	Collaborate with RPDP consultants (Strategies for building collaboration)	RPDP Consultant, Teachers, Learning Strategist	2025-2026 School Year			
8	Staff meetings updates for student success goals	Administration	2025-2026 School Year			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
9	School wide incentives for students	Teachers, Administrators, Student Success Instructional Facilitators, Learning Strategists, CIS	2025-2026 School Year

Position Responsible: Core teachers, Instructional Leaders, Learning Strategists, Supervising Administrators, Consultants

Resources Needed: HMH Coaches Monthly/Weekly for virtual meets, as needed

ELLD Coordinator for supports

Current Standards

Access to high-quality rigorous texts (Exact Path)

ThinkCERCA

Fundamental Courses

School-wide data (MAP Scores)

Recognition for growth and proficiency

CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: ThinkCERCA

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 4 Problem Statements:

Student Success

Problem Statement 1: Math: There is a significant gap between proficient (14%) and non-proficient (86%) students on the Fall benchmark MAP Math Assessment. ELA: There is a significant gap between proficient (12.65%) and non-proficient (87.35%) students on the Fall benchmark MAP ELA Assessment. **Critical Root Cause:** Instructional practices lacking data-driven lessons Moving on without addressing academic gaps

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of teachers providing appropriate scaffolding during Tier 1 instruction from 66% (2024-2025 School Year) to 70% by the end of the school year (May 2026).

Formative Measures: Focal Point
FocusEd
MTSS Data Walk-throughs
NEPF Instructional Rubric

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams. Administration will schedule and organize professional development from ELLD, RPDP, and Tier I curriculum coaches as well as schedule follow up walk through dates with instructional leaders to observe engagement strategies. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams.</td><td>Administration and Instructional Leaders</td><td>25-26 SY</td></tr></table> Position Responsible: Administration and Instructional Leaders Resources Needed: Effective professional learning opportunities for differentiation and scaffolding. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams.	Administration and Instructional Leaders	25-26 SY	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams.	Administration and Instructional Leaders	25-26 SY							
Oct	Feb	June												
				No review	No review									

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers and staff indicate they have not had enough professional learning opportunities to provide appropriate scaffolds and differentiation to meet the needs of all learners. Critical Root Cause: The implementation of a new curriculum did not allow for teachers and staff to master instructional strategies to support Tier I materials.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of Black/African-American students Suspension with Instruction from 42.5% in 2025 to 38% by 2026, as measured by Datalab in Infinite Campus.

Formative Measures: Datalab
Infinite Campus Reports
FocusEd

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement the PBIS rewards program as Tier I behavioral supports to promote positive behavior on campus and decrease the number of major incidents that occur.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	PBIS Announcements and accounts connected to Clever	Administration Instructional Leaders	25-26 SY			
2	Collaborate with EDE and ESD Office to launch Restorative Justice in partnerships to address student disruptions.	Administration Instructional Leaders	25-26 SY			
3	PLC for Progressive Discipline and other behavior interventions Implement Restorative Justice Practices	Administration Instructional Leaders Teachers	25-26 SY			
4	Create an RJP School Team School Mental Health Professional Mediation Meetings	Administration Instructional Leaders	First Quarter of 2025-2026 School Year			
5	SEL in classrooms	School Mental Health Professionals and Counselors and CIS	25-26 SY			
Position Responsible: Staff, Instructional Leaders, Learning Strategists, Supervising Administrators Resources Needed: Incentives/items for PBIS rewards; visual reminders and rewards that will catch student attention and engage conversation; "leaderboard" with points for students/classes/teachers. Marketing Campaign Training for PLCs Instructional Facilitator classroom interventions People to help monitor/implement systems and rewards Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Level 2: Moderate: SEL/SEB Resources Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other ethnicities.
Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

Inquiry Area 3: Connectedness

SMART Goal 2: Create an MTSS Team with all roles and actively engage with participation of all roles at or above 80%. Roles may included: Tier 1 system coach, school administrator, teacher, student, school mental health professional, community member, parent, and member from marginalized group.

Formative Measures: Behavior Log from Infinite Campus, FocusedEd, PBIS Program

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Ensure active engagement and participation of all roles at or above 80%. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Establish a Tier 1 leadership team to include: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, and relevant community partners (e.g., mental health providers).</td><td>Administration</td><td>8/25</td></tr></table> Position Responsible: Administration Resources Needed: Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Establish a Tier 1 leadership team to include: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, and relevant community partners (e.g., mental health providers).	Administration	8/25	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Establish a Tier 1 leadership team to include: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, and relevant community partners (e.g., mental health providers).	Administration	8/25							
				Oct	Feb	June								
No review	No review													

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 1: There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other ethnicities. Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

Inquiry Area 3: Connectedness

SMART Goal 3: MTSS Team meet at least monthly.

Formative Measures: MTSS Team meeting agenda and minutes

Aligns with District Goal

Improvement Strategy 1 Details				Reviews																										
Improvement Strategy 1: Establish team operating procedures at the beginning of the 25-26 SY. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data</td><td>Administration</td><td>25-26 SY</td></tr><tr><td>2</td><td>Provide available meeting minutes to all staff for review</td><td>Administration</td><td>25-26 SY</td></tr><tr><td>3</td><td>Establish and regularly use team norms</td><td>Administration/ Counselors/SMH/SSIFs</td><td>25-26 SY</td></tr><tr><td>4</td><td>Define meeting roles (e.g., timekeeper, facilitator, recorder</td><td>Administration</td><td>8/2025</td></tr><tr><td>5</td><td>Establish regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making</td><td>Administration</td><td>25-26 SY</td></tr></table> Position Responsible: Administration, Cunselors, School Mental Health Professionals(SMHP), Student Success Instructional Facilitators(SSIFs) Resources Needed: Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data	Administration	25-26 SY	2	Provide available meeting minutes to all staff for review	Administration	25-26 SY	3	Establish and regularly use team norms	Administration/ Counselors/SMH/SSIFs	25-26 SY	4	Define meeting roles (e.g., timekeeper, facilitator, recorder	Administration	8/2025	5	Establish regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making	Administration	25-26 SY	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																							
				1	Create regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data	Administration	25-26 SY																							
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3	Establish and regularly use team norms	Administration/ Counselors/SMH/SSIFs	25-26 SY																											
4	Define meeting roles (e.g., timekeeper, facilitator, recorder	Administration	8/2025																											
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Oct	Feb	June																												
No review	No review																													

SMART Goal 3 Problem Statements:

Connectedness
Problem Statement 1: There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other ethnicities. Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

Inquiry Area 3: Connectedness

SMART Goal 4: School MTSS Team will provide a written process for scheduled delivery of lesson plans to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, and at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine.

Formative Measures: Counselors and School Mental Health Professionals' scheduled SEL/SEB lesson plans, Behavior Log in Infinite Campus, PBIS Program, Community in Schools' Referral Log.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Structure quarterly meeting opportunities for "persons responsible" to collaborate and refine schoolwide expectations with established examples and routines to teach students.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Explicitly teach expectations through the established examples and routines reflected in the teaching matrix.	Counselors/School Mental Health Professionals	25-26 SY			
2	Integrate active supervision and prompting	Administrators/Counselors/SMHP	25-26 SY			
3	Review and reinforce expectations: within existing SEB, and/or academic instruction.	Administrators/Counselors/Student Success Instructional Facilitators	25-26 SY			
Position Responsible: Administration, Counselors, School Mental Health Professionals, Student Success Instructional Facilitators, Community-In-Schools Resources Needed: PRIDE posters, PBIS incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: PBIS Program Level 2: Moderate: SEL/SEB Resources Available Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 4 Problem Statements:

Connectedness

Problem Statement 1: There is a disproportionate percentage between the number of African American students who are Suspended with Instruction compared to other ethnicities.
Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging) Progressive Discipline Consistency Lack of consistent positive incentives implemented Lack of consistent Restorative Practices

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CI team meets routinely to analyze behavior and academic data to determine next steps.

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

The School Organizational Team, 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 at Title I sponsored events throughout the school year.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Title I Funds were used for class size reduction which allowed for teachers to conduct small group and individualized instruction.

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

Title I Funds were used for class size reduction which allowed for teachers to conduct small group and individualized instruction.

Increased staffing allows for the creation of more Tier II instructional practices (Math Fundamentals, Fundamental of Numbers and Literacy, Math in the Real World, ACLE, FLS and Ancient Civilization classes).

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 provide family engagement nights throughout the school year for parents and community members to engage in learning about Infinite Campus, academic courses, digital support, activities, sports, mental health resources, and online learning platform (Canvas).

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

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$7,740,307.56	Staffing, Supplies, School Operations	Student Success, Adult Learning Culture, and Connectedness
At-Risk Weighted Allocation	\$1,369,766.40	Staffing	Student Success, Adult Learning Culture, and Connectedness
EL Weighted Allocation	\$916,801.15	Staffing	Student Success, Adult Learning Culture, and Connectedness
General Carry Forward	\$2,144,041.71	Staffing	Student Success, Adult Learning Culture, and Connectedness
At-Risk Weighted Carry Forward	\$32,586.75	Staffing	Student Success, Adult Learning Culture, and Connectedness
EL Weighted Carry Forward	\$404,366.97	Staffing	Student Success, Adult Learning Culture, and Connectedness
Title IA	\$705,600.00	Staffing	Student Success, Adult Learning Culture, and Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent	Jasmine Durham	Teacher
Student	Nic Roskelley	Student
SOT Chairperson	Tara Bunker	Librarian
Teacher	Zachary Edwards	Teacher
Support Staff	Kimberly Hawthorne	Support Staff
Secretary	Megan Farnsworth	Parent
Parent	Darrell Shakespear	Teacher
Parent	Ashlee Merback	Parent
CI Team Lead	Sue Thurman	Assistant Principal
Required	Phongsavanh Skvarek	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection
Music and More	5/7/25	Parents were eager for additional support in math and digital support such as Clever (Canvas)