

Clark County School District

Hill, Charlotte ES

2025-2026 School Improvement Plan

Classification: 5 Star School

Title I



Mission Statement

We the staff, parents, students and community of Charlotte Hill Elementary School take responsibility for the academic, social and emotional growth of every child to be college, career and citizenship ready.

Vision

N/A

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/charlotte_hill_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

NWEA MAP fall 2024 to spring 2025 growth data indicates that Charlotte Hill ES students made above-average growth in Reading (56th percentile) and Math (72nd percentile). Math growth and achievement outpaced Reading.

Student Success Areas for Growth

Despite this growth, overall achievement fell short of our goals. Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency.

Reading growth and achievement lagged in comparison to Math growth and achievement, indicating a relative area of opportunity. Reading growth was at the 56th percentile and Math growth was at the 72nd percentile.

LEP and special education students demonstrated lower proficiency than non-LEP and general education students on the Spring 2025 MAP assessment.

37% of LEP students are on track for on track for proficiency in Math as compared to 63% of non-LEP students.

36% of LEP students are on track for on track for proficiency in Reading as compared to 64% of non-LEP students.

Only 57% of LEP students met AGP as measured by the WIDA assessment.

31% of Special Education students are on track for proficiency in Math as compared to 69% of general education students.

21% of Special Education students are on track for proficiency in Reading as compared to 79% of general education students.

Analysis of spring 2025 MAP subgroup data demonstrated that Black/African American, Hispanic/Latino, and Native Hawaiian students demonstrated lower proficiency rates than students in other demographic groups as detailed below. This analysis also demonstrated a significant gap between reading and math performance in the Asian subgroup.

Spring 2025 MAP Math Percent Proficient (61st Percentile Threshold) by Subgroup:

Asian - 81%
Black or African American -32%
Hispanic or Latino - 48%
Multi-Ethnic 78%
Native Hawaiian or Other Pacific Islander -53%
White - 61%

Spring 2025 MAP Reading Percent Proficient by Subgroup:

Asian - 56%
Black or African American -25%
Hispanic or Latino - 47%
Multi-Ethnic 61%
Native Hawaiian or Other Pacific Islander -47%
White - 51%

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP students demonstrated lower proficiency than non-LEP students on the Spring 2025 MAP assessment. Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.	RBG3 strategist will provide additional instruction to targeted ELL students.

Student Group	Challenge	Solution
Foster/Homeless	Foster homeless students may face a number of challenges that can impact achievement, including: impacts of trauma, housing instability, food insecurity, inadequate medical services, and limited access to extended learning.	All Hill ES, all students receive meals at no cost. Students are provided daily breakfast and lunch and supper is available after school. Students are provided with school supplies, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags, clothing, and toiletries. Basic dental services are provided to all Hill students at no cost to families through a contract with Future Smiles. Students in need of mental health services are referred to Hazel Health. Our Behavior Interventionist and SSP assist students to access community resources such as medical resources and provide a variety of other items to students in need.
Free and Reduced Lunch	FRL students may face a number of challenges that can impact achievement, including: housing instability, food insecurity, inadequate medical services, and limited access to extended learning.	All Hill ES, all students receive meals at no cost. Students are provided daily breakfast and lunch and supper is available after school. Students are provided with school supplies, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags, clothing, and toiletries. Basic dental services are provided to all Hill students at no cost to families through a contract with Future Smiles. Students in need of mental health services are referred to Hazel Health. Our Behavior Interventionist and SSP assist students to access community resources such as medical resources and provide a variety of other items to students in need.
Migrant/Title1-C Eligible	<i>Limited language proficiency and lack of stability are barriers to achievement.</i>	RBG3 strategist and/or Behavior Interventionist will provide resources and support to families as needed.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/Ethnic minorities can be impacted by implicit biases, lack of cultural awareness, and lack of culturally relevant materials.	Charlotte Hill is a diverse campus. All students at Charlotte Hill benefit from an inclusive environment and are encouraged to celebrate differences. Daily announcements/lessons and classroom lessons from our Behavior Interventionist reinforce this. Staff members have been trained on cultural awareness. Curricular materials have been selected to be culturally relevant and to represent the variety of cultures that are present on campus.
Students with IEPs	Students with IEPs face academic challenges as a result of disabilities which significantly impact learning.	Students with IEPs will receive support from general education and special education staff. Classroom teachers will work with case managers and instructional assistants to implement IEP designated supports. IEP accommodations, modifications, and supports will be implemented.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency.

Critical Root Cause: Transiency and chronic absences are major challenges which impact student learning and achievement. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Problem Statement 2 (Prioritized): Reading growth and achievement lagged in comparison to Math growth and achievement, indicating a relative area of opportunity. Reading growth was 56th percentile and Math growth was 72nd percentile.

Critical Root Cause: Charlotte Hill teachers adopted new ELA and Reading Foundations programs during the 23-24 school year, in addition to new adaptive learning software. This was a significant learning curve for teachers. Additionally, Math was a priority area of focus for our school for several years. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Problem Statement 3: Analysis of spring 2025 MAP subgroup data demonstrated that Black/African American, Hispanic/Latino, and Native Hawaiian students demonstrated lower proficiency rates than students in other demographic groups as detailed below.

Critical Root Cause: Undetermined

Problem Statement 4 (Prioritized): EL students demonstrated lower proficiency in Reading and Math than non-EL students.

Critical Root Cause: Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers participated in LETRS PL opportunities throughout the year.

Our Instructional team (which consisted of teacher leaders, specialists, and administrators) met frequently to review schoolwide data, school improvement efforts, and other important topics. The team discussed challenges and developed solutions.

PLCs and Vertical Teams met frequently (at least weekly) to collaborate, review data, and engage in data-informed decision-making.

Grade-level RTI meetings were held monthly to discuss individual student progress and intervention plans.

Adult Learning Culture Areas for Growth

With our focus on the implementation of Vertical Teams and the completion of LETRS certification requirements, we lost focus on instructional walks and opportunities for teachers to observe peers. This is a powerful practice that we want to bring back.

Learning strategists were under utilized to support individual teacher and grade-level team development.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners require additional language supports to be successful.	ELL funding will be used to purchase staff in order to reduce class sizes. This will enable teachers to individualize supports to meet the needs of students. Vertical teams will collaborate to increase teacher capacity to support English Learners during tier one instruction. Grade level teams will also collaborate to review individual student progress data and develop individualized support plans utilizing available resources.

Student Group	Challenge	Solution
Foster/Homeless	Foster/Homeless students often require additional resources and emotional supports to be successful. Adults must understand the challenges foster/homeless students face and be prepared to support them.	Weighted funding will be utilized to staff a full-time Safe School Professional (licensed social worker). The behavior interventionist and social worker will collaborate with vertical teams to implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	FRL students often require additional resources and emotional supports to be successful. Adults must understand the challenges associated with poverty and be prepared to support them.	Title I funding will be used to purchase staff in order to reduce class sizes. This will allow teachers to individualize supports to meet the needs of students. Teachers will collaborate to develop support plans.
Migrant/Title1-C Eligible	Migrant students may face challenges related to limited English proficiency, transiency, and cultural differences. Adults must be aware of the challenges these students face and prepared to support them.	RBG3 will provide direct support to students.
Racial/Ethnic Minorities	Racial/ethnic minorities often under-perform other subgroups. Adults must be culturally aware.	We will utilize a language learner specialist to provide tiered interventions and acceleration for students. The language learner specialist will collaborate with teams during vertical alignment meetings and monthly RTI meetings.
Students with IEPs	Students with IEPs face barriers to achievement due to disabilities that significantly impact learning. Adults must be prepared to address the needs of students with disabilities.	Special education teachers and special education instructional facilitators will participate in 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): Instructional walks and opportunities to observe peers were limited during the 24-25 school year.

Critical Root Cause: With our focus on LETRS and Vertical Teams, we lost focus on Instructional Walks.

Problem Statement 2 (Prioritized): Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency.

Critical Root Cause: Transiency and chronic absences are major challenges which impact student learning and achievement. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Connectedness

Connectedness Areas of Strength

Review of District wide Survey and Panorama Data was positive. Parent and student responses indicated that most responders feel positive about connectedness aspects such as communication, caring, and respect for diversity. Parents report feeling welcome and feeling that they know what is going on on the school.

Connectedness Areas for Growth

Only 76% of students who responded to the spring Panorama survey responded favorably to questions related to sense of belonging. When asked how much they feel they belong at the the school, 6 students reported feeling that they do not belong at all, 14 that they belong a little bit, and 29 that they belong somewhat.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited language proficiency is a challenge for students and parents. Both language deficits and cultural differences can make peer connections and school communications difficult.	When possible, translated content will be provided during communications with families who are not fluent in English. RBG3 will provide supports for ELL students.
Foster/Homeless	Lack of stability, trauma, and lack of resources are all challenges to connectedness.	BI/SSP will provide resources and support to families as needed.
Free and Reduced Lunch	Limited resources and lack of stability are connectedness challenges for FRL families.	All Hill students receive FRL. Students are provided daily breakfast and lunch and supper is available after school. Students are provided with school supplies, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags. BI and SSP assist students to access medical services and provide a variety of other items to students in need. Counseling is available through Hazel health to students in need.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Limited language proficiency is a challenge for students and parents. Both language deficits and cultural differences can make peer connections and school communications difficult. Additionally, lack of stability and resources create challenges.	RBG3 strategist and/or Behavior Interventionist will provide resources and support to families as needed.
Racial/Ethnic Minorities	Implicit bias and/or cultural differences can create connectedness challenges.	Charlotte Hill is a diverse campus. All students at Charlotte Hill benefit from an inclusive environment and are encouraged to celebrate differences. Daily announcements/lessons and classroom lessons from Behavior Interventionist reinforce this.
Students with IEPs	Students with disabilities may face social, behavioral, and/or cognitive deficits that present challenges.	IEP students will receive support from case managers. Classroom teachers will work with case managers to implement IEP-designated supports.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Only 76% of students surveyed on the spring Panorama survey responded favorably to questions related to sense of belonging. When asked how much they feel they belong at the school, 6 students reported feeling that they do not belong at all, 14 that they belong a little bit, and 29 that they belong somewhat.

Critical Root Cause: High transiency and chronic absence rates may contribute to some of our students feeling that they do not belong. Our high FRL and ELL rates may also be a factor.

Priority Problem Statements

Problem Statement 1: Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency.

Critical Root Cause 1: Transiency and chronic absences are major challenges which impact student learning and achievement. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: Instructional walks and opportunities to observe peers were limited during the 24-25 school year.

Critical Root Cause 2: With our focus on LETRS and Vertical Teams, we lost focus on Instructional Walks.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Only 76% of students surveyed on the spring Panorama survey responded favorably to questions related to sense of belonging. When asked how much they feel they belong at the school, 6 students reported feeling that they do not belong at all, 14 that they belong a little bit, and 29 that they belong somewhat.

Critical Root Cause 3: High transiency and chronic absence rates may contribute to some of our students feeling that they do not belong. Our high FRL and ELL rates may also be a factor.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Reading growth and achievement lagged in comparison to Math growth and achievement, indicating a relative area of opportunity. Reading growth was 56th percentile and Math growth was 72nd percentile.

Critical Root Cause 4: Charlotte Hill teachers adopted new ELA and Reading Foundations programs during the 23-24 school year, in addition to new adaptive learning software. This was a significant learning curve for teachers. Additionally, Math was a priority area of focus for our school for several years. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Problem Statement 4 Areas: Student Success

Problem Statement 5: EL students demonstrated lower proficiency in Reading and Math than non-EL students.

Critical Root Cause 5: Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Mobility rate, including longitudinal data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Other

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students proficient in Reading from 47% in spring 2025 to 57% in spring 2026, as measured by the MAP Reading assessment (61st percentile threshold).

Formative Measures: NWEA Fall MAP Assessment
NEA Winter MAP Assessment

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Participate in LETRS training schoolwide and implement strategies learned. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Complete LETRS certification requirements.</td><td>Licensed Staff/RBG3</td><td>Aug. 2025-May 2026</td></tr></table> Position Responsible: RBG3, Site Administration Resources Needed: LETRS certification materials. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Complete LETRS certification requirements.	Licensed Staff/RBG3	Aug. 2025-May 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Complete LETRS certification requirements.	Licensed Staff/RBG3	Aug. 2025-May 2026							
				Oct	Feb	June								
				In progress	No review									

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Provide all Reading teachers with training in the implementation of HMH materials to support small group differentiated instruction with additional classroom support to individual teachers and grade level teams.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide all Reading teachers with training in the implementation of HMH materials to support small group differentiated instruction with additional classroom support to individual teachers and grade level teams.	RBG3	Aug. 2025-May2026			
Position Responsible: RBG3 Resources Needed: HMH program materials. Pacing guides. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 2						

Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: Empower teachers by implementing Reading and Writing focused vertical teams to engage in ongoing professional learning, data analysis, and rich collaboration.				Status Check		EOY Reflection
				Oct	Feb	June
				Implemented	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement a schoolwide collaboration schedule.	Curriculum AP, Administration, Faculty	May 2025-August 2026			
Position Responsible: Curriculum AP Resources Needed: None Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 2						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency. Critical Root Cause: Transiency and chronic absences are major challenges which impact student learning and achievement. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Student Success

Problem Statement 2: Reading growth and achievement lagged in comparison to Math growth and achievement, indicating a relative area of opportunity. Reading growth was 56th percentile and Math growth was 72nd percentile. **Critical Root Cause:** Charlotte Hill teachers adopted new ELA and Reading Foundations programs during the 23-24 school year, in addition to new adaptive learning software. This was a significant learning curve for teachers. Additionally, Math was a priority area of focus for our school for several years. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Adult Learning Culture

Problem Statement 2: Overall only 53% of students met the 61st percentile threshold in Math and 47% in Reading. The 61st percentile is the threshold for projected SBAC proficiency. **Critical Root Cause:** Transiency and chronic absences are major challenges which impact student learning and achievement. A lack of adequate small-group differentiated instruction was observed, which teachers attributed to a lack of time during tier 1 instruction.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners meeting AGP from 57% (25 of 44) in Spring 2025 to 67% in Spring 2026 as measured by the WIDA assessment.

Formative Measures: NWEA Map Reading growth.
K-12 Summit progress reports.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews														
Improvement Strategy 1: EL students will receive targeted support from classroom teachers and the RBG3 Strategist. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will implement high-quality tier 1 curricular materials, utilizing the embedded supports for English Learners.</td><td>Jennifer Montanechez, Ashley Zinovitch, classroom teachers</td><td>August 2025-May 2026</td></tr><tr><td>2</td><td>RBG3 strategist will review available data and determine additional supports (classroom or pull-out) necessary.</td><td>Jennifer Montanechez, Ashley Zinovitch, classroom teachers.</td><td>August 2025-May 2026</td></tr></table> Position Responsible: Jennifer Montanechez Resources Needed: Fastbridge, Tier 1 Instructional Materials (ELL supports embedded in curriculum), K-12 Summit Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 4				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers will implement high-quality tier 1 curricular materials, utilizing the embedded supports for English Learners.	Jennifer Montanechez, Ashley Zinovitch, classroom teachers	August 2025-May 2026	2	RBG3 strategist will review available data and determine additional supports (classroom or pull-out) necessary.	Jennifer Montanechez, Ashley Zinovitch, classroom teachers.	August 2025-May 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Teachers will implement high-quality tier 1 curricular materials, utilizing the embedded supports for English Learners.	Jennifer Montanechez, Ashley Zinovitch, classroom teachers	August 2025-May 2026											
				2	RBG3 strategist will review available data and determine additional supports (classroom or pull-out) necessary.	Jennifer Montanechez, Ashley Zinovitch, classroom teachers.	August 2025-May 2026											
Oct	Feb	June																
In progress	No review																	

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: English Learners will utilize K-12 Summit for language development. Families of ELs will be given access as well.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	EL students will be individually guided through the initial set-up. Classroom teachers and/or RBG3 Strategist will monitor and support program usage and progress.	RBG3 Strategist, Classroom teachers	August 2025-May 2026				
2	Parents will be given resources for supporting the use of K-12 Summit at home and using the program as a family.	RBG3 Strategist, Classroom teachers	August 2025-May 2026				
Position Responsible: RBG3 Strategist Resources Needed: K-12 Summit Program licenses, Chromebooks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 4							

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 4: EL students demonstrated lower proficiency in Reading and Math than non-EL students. Critical Root Cause: Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase Instructional Walks from three during the 24-25 school year to 9 (monthly) during the 25-26 school year.

Formative Measures: Monthly walkthrough data captured by Focal Point, CCSD Look-for Tools, or other tools aligned with focus areas.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Conduct monthly instructional walks using available tools to support site instructional goals. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Increase Instructional Walks from three during the 24-25 school year to 9 (monthly) during the 25-26 school year. Include teachers and other licensed staff during walks.</td><td>Curriculum AP</td><td>Aug, 2025-May 2026</td></tr></table> Position Responsible: Curriculum AP Resources Needed: Focal Point Look-For Tools Pacing Guides Program Materials Substitute coverage for participants. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Increase Instructional Walks from three during the 24-25 school year to 9 (monthly) during the 25-26 school year. Include teachers and other licensed staff during walks.	Curriculum AP	Aug, 2025-May 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Increase Instructional Walks from three during the 24-25 school year to 9 (monthly) during the 25-26 school year. Include teachers and other licensed staff during walks.	Curriculum AP	Aug, 2025-May 2026							
Oct	Feb	June												
				In progress	No review									

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Instructional walks and opportunities to observe peers were limited during the 24-25 school year. Critical Root Cause: With our focus on LETRS and Vertical Teams, we lost focus on Instructional Walks.	

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of students responding favorably to Panorama Survey questions related to connectedness from 76% in spring 2025 to 82% in spring 2026.

Formative Measures: Panorama Fall Survey Data
Panorama Winter Survey Data

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Increase communication by implementing a school Dojo. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Identify students experiencing lack of connectedness/sense of belonging from Panorama Surveys and provide direct support.</td><td>RBG3,SSP</td><td>Sept. 2025-May 2026</td></tr></table> Position Responsible: RBG3,SSP Resources Needed: Panorama Data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify students experiencing lack of connectedness/sense of belonging from Panorama Surveys and provide direct support.	RBG3,SSP	Sept. 2025-May 2026	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Identify students experiencing lack of connectedness/sense of belonging from Panorama Surveys and provide direct support.	RBG3,SSP	Sept. 2025-May 2026							
				Oct	Feb	June								
In progress	No review													

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Only 76% of students surveyed on the spring Panorama survey responded favorably to questions related to sense of belonging. When asked how much they feel they belong at the school, 6 students reported feeling that they do not belong at all, 14 that they belong a little bit, and 29 that they belong somewhat. Critical Root Cause: High transiency and chronic absence rates may contribute to some of our students feeling that they do not belong. Our high FRL and ELL rates may also be a factor.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Instructional Leadership and School Improvement team meets monthly and/or following any new data release to engage in data analysis and make data-based decisions.

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

The Site Based Committee, which includes staff and parents, meets each fall to review the plans and provide feedback for making revisions. Additionally, stakeholder feedback is elicited during public SOT meetings.

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 funding is used to purchase additional teachers in order to reduce class sizes. This enables teachers to deliver small-group, differentiated instruction which supports student achievement.

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

A variety of Parent Outreach events are held throughout the year. Examples include events such as Parent-Teacher Conference Day, Open House/Meet and Greet, Harvest Festival, Fun Run, family movie nights, concerts, Math Night (or other academic night), Awards/Promotion Ceremonies, Egg Drop, Battle of the Books, and Math Showcase. Parents are also invited to attend monthly SOT meetings.

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

N/A

Continuous Improvement Team

Team Role	Name	Position
Team Member	Tari Smethurst	Teacher/Math Team Lead
Team Member	Amy Albrecht	PF/Writing & SCI Team Lead
Team Member	Julie Darwick	Teacher/Reading Team Lead
CI Team Lead	Shiah Littmann	Assistant Principal
Required	Jennifer Reynolds	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
After sharing your SIP with your school community and following Status Check 1, please update the Community Outreach Activities to include the date(s) of your SOT and/or CI Team Meetings.	CI Team Meeting 9/15/2025 - Act 2, Status Check 1 meeting.	Added a new EL goal and action steps per AB335. Action steps for all existing goals are fully implemented or in progress. Team feels that current goals and action plans are adequate and no further revision is required. Revised SIP will be presented to SOT on 9/16/25 for input.