# Clark County School District

# Twin Lakes ES

# 2025-2026 School Improvement Plan

**Classification: 3 Star School**

Title I, AB219

**District Approval Date:** February 2, 2026

# Mission Statement

The Mission of Twin Lakes Elementary School is to promote student learning and academic achievement in a positive environment for ALL students.

# Vision

Twin Lakes Students will leave our school prepared to attend Middle School. This means that our students will be 21st Century learners who are prepared socially, emotionally, academically and behaviorally to succeed in school and life.

# 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/twin_lakes_elementary_school/nspf/

# Table of Contents


Comprehensive Needs Assessment ..... 4
Student Success ..... 4
Inquiry Area 1: Student Success ..... 6
Adult Learning Culture ..... 10
Inquiry Area 2: Adult Learning Culture ..... 12
Connectedness ..... 15
Inquiry Area 3: Connectedness ..... 18
Priority Problem Statements ..... 21
Comprehensive Needs Assessment Data Documentation ..... 22
Schoolwide and Targeted Assistance Title I Elements ..... 23
1.1: Comprehensive Needs Assessment ..... 23
2.1: School Performance Plan (SPP) developed with appropriate stakeholders ..... 23
2.2: Regular monitoring and revision ..... 23
2.3: Available to parents and community in an understandable format and language ..... 23
2.4: Opportunities for all children to meet State standards ..... 23
2.5: Increased learning time and well-rounded education ..... 23
2.6: Address needs of all students, particularly at-risk ..... 23
3.1: Annually evaluate the schoolwide plan ..... 24
4.1: Develop and distribute Parent Involvement and Family Engagement Policy ..... 24
4.2: Offer flexible number of parent involvement meetings ..... 24
Plan Notes ..... 25
School Continuous Improvement Team ..... 26

# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Maps data showed an increase of 15% in percentage of students proficient in math from Fall to Spring.

### Student Success Areas for Growth

Academic proficiency in ELA on the MAP assessment did not increase. Academic proficiency in Math on the MAP assessment increased, but it is still below 40%.

### Student Success Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| | English Language Learner (ELL) English Language Arts (ELA) Proficiency: 13.6%<br><br>ELL Mathematics Proficiency: 11.8%<br><br>ELL WIDA Met AGP: 34%<br><br>As evidenced by SBAC Math and ELA, the problem is ELLs are performing in the bottom 30th percentile Nevada/Clark County School District. A root cause of low performance of ELLs in language proficiency and content achievement is due to students not receiving | Provide targeted instruction to support all learners. During Tier 1 Reading and Math, instruction will be planned with appropriate scaffolds (such as sentence stems) for EL identified student groups in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and timely feedback to help students make adjustments to their learning. Teachers will utilize EL supports within HMH and Envisions to support EL learners. During weekly PLCs, Twin Lakes ES will provide professional learning focused on designing learning tasks for students that will assist in implementing effective ELL strategies that will increase ELL language proficiency. |

| | | |
|---|---|---|
| **English Learners** | adequate differentiation and scaffolds in order to access Tier 1 Instruction. Students need well-structured discourse opportunities within Tier 1 instruction to access academic vocabulary and content.<br><br>Previous Student Success Goals:<br><br>Mathematics Summative Assessment Increase the percentage of English Language Learners proficient in Math from 11.8% in 2023-2024 to 15.8% by 2024-2025, as measured by SBAC.<br><br>ELA Summative Assessment Increase the percentage of English Language Learners proficient in ELA from 13.6% in 2023–2024 to 17.6% by 2024-2025, as measured by SBAC.<br><br>Language Summative Assessment Increase the percentage of English Language Learners meeting Adequate Growth Percentile (AGP) in WIDA from 34% in 2023-2024 to 38% by 2024-2025, as measured by the WIDA Assessment. | **Student Success Action**<br>• **Action Step [1]:** *Teachers use the Teaching and Learning Cycle along with the Tier 1 Curriculum Resources (enVisions and HMH) to provide high quality Tier 1 Instruction to all students. Professional Learning Communities, Evidence Level-2*<br>◦ **Monitoring Plan: Monthly observation of Tier 1 instruction and Weekly attendance at PLC**<br>◦ **Person Responsible: Administration/ Teachers**<br><br>**Professional Learning**<br>• **Professional Learning [1] for [staff]:** *Staff will receive professional learning on what constitutes High Quality Tier 1 instruction and on how to differentiate instruction for ELL students.*<br><br>Utilize QTEL strategies and increase student discourse. |
| **Foster/Homeless** | Foster care students are more transient, leading to gaps in continuous education. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students. | Provide SEL support for students and ensure that foster care plans are written to support student needs and are followed. |

| Student Group | Challenge | Solution |
|---|---|---|
| **Free and Reduced Lunch** | Students who receive free and reduced lunch may not have the same resources at home to provide background knowledge of subject-area content, which would be a detriment in the classroom. There is currently no identifiable achievement gap between FRL and not FRL students. | Complete student interest inventories and ensure that each student has goals aligned to their data folders. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Racial and ethnic minorities may not feel connected to a caring adult at school that resembles their race or ethnicity, leading to feeling disenfranchised. | Provide mentoring and SEL support |
| **Students with IEPs** | Students with IEP's may not be receiving grade level Tier I instruction due to the specific goals in their IEP; therefore, they may struggle to reach MAP proficiency levels. | Write IEPs goals and accommodations to support the students' current needs and ensure that IEPs are followed. |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Only 30% of students showed proficiency in ELA and 38% in Math on the Spring Map benchmark in 2025.
**Critical Root Cause:** Students are not receiving consistent differentiated support and are not provided adequate opportunities to use discourse or writing to deepen their understanding of content.

**Problem Statement 2 (Prioritized):** AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups at our school.
**Critical Root Cause:** AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the percentage of students in the 61st percentile in math from 38% (spring 2025) to 48% (spring 2026) and in ELA/reading from 30% (spring 2025) to 40% (spring 2026) based on the MAP Assessment. Decrease the percent of students below the 41st percentile from 50% in ELA (spring 2025) to 36% (spring 2026) and from 40% in Math (spring 2025) to 33% (spring 2026) based on the MAP Assessment.

**Aligns with District Goal**

**Formative Measures:** MAP Assessment

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | In progress | |

**Improvement Strategy 1:** All learners will engage in rigorous and relevant content aligned to the standards ensuring that differentiation and scaffolds, and discourse allows all students to access tier 1 instruction.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Teachers will engage all learners in rigorous and relevant content aligned to the standards ensuring that differentiation and scaffolds, and discourse allow all students to access Tier 1 instruction. | Teachers | 2025-2026 School Year |
| 2 | Students will engage in rigorous lessons that will allow them to articulate their understanding in writing or through extended, productive discourse, using complete sentences and grade level appropriate vocabulary. | Teachers | 2025-2026 School Year |
| 3 | Students will know their level of mastery aligned to the success criteria and understand the action steps in which they need to engage in order to meet mastery. | Teachers | 2025-2026 School Year |
| 4 | Teachers will provide opportunities for students to participate in small group lessons that provide differentiation and scaffolds, and are aligned to the success criteria and grade level standards. | Teachers | 2025-2026 School Year |
| 5 | Teachers will provide students below the 41st percentile MTSS aligned to their skill deficit. | Teachers, strategists, administration | 2025-2026 School Year |

**Position Responsible:** Administration

**Resources Needed:** Established time and resources for PLCs and MTSS meetings.
Learning Progressions, Intentions, and Success Criteria in ELA
Summative Assessments for Tier 1 Curriculum

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 1: Strong: MTSS
Level 2: Moderate: PLCs

**Problem Statements/Critical Root Cause:** Student Success 1

**Inquiry Area 1:** Student Success

**SMART Goal 2:** Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 30.1 percentage points in 2025 to 20 percentage points by 2026, as measured by state summative assessments.
Decrease student proficiency gap in math between the English Learners and English Proficient students from 20.3 percentage points in 2025 to 15.3 percentage points by 2026, as measured by state summative assessments.
Increase the percentage of At-Risk Long-Term EL students proficient in all four domains from 38% in 2025 to 45% by 2026 as measured by WIDA.

**Aligns with District Goal**

**Formative Measures:** Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | In progress | |

**Improvement Strategy 1:** AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD). | School leadership team, learning strategist, teachers. | Completed by December 2025. |
| 2 | Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool. | School leadership team, learning strategist, teachers, EL School Support Coordinator. | Two times during the 2025-2026 school year, September and January. |
| 3 | Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school. | School leadership team, learning strategist, teachers, EL School Support Coordinator. | Ongoing during the 2025-2026 school year. |

**Position Responsible:** Administration

**Resources Needed:** ULD professional learning series
Tier I Monitoring Tool

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 2: Moderate: MAP Growth
Level 4: Demonstrate Rationale: Summit K-12

**Problem Statements/Critical Root Cause:** Student Success 2

# Adult Learning Culture

### Adult Learning Culture Areas of Strength

PLC’s have been focused on clarity of standards, learning intentions, and success criteria.

### Adult Learning Culture Areas for Growth

Discourse, both oral and written, and small group instruction were not consistently added to teacher lesson plans and are inconsistently implemented.

**Adult Learning Culture Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | *Classroom Observations*<br>*Understanding Language Development*<br>*Professional Learning Participation*<br>*Quality Teaching of English Learners*<br>*Professional Learning Participation*<br>**Adult Learning Culture Root Causes:** As evidenced by observation data, the problem is that teachers inconsistently implement regular, structured, tiered supports for all students, including ELLs. A root cause of the low performance of ELLs in language proficiency and content achievement is due to teachers' lack of understanding of best practices/strategies to support ELLS. Students need teachers who are able to use student data to implement regular, structured, tiered supports for ELL students.<br>**Adult Learning Culture Goals:** Increase the number of teachers who **implement regular, structured, tiered supports** as outlined in the school's MTSS plan from 24 at the end of the 2023-2024 to 30 at the end of semester 2 of the 2024-2025 school year, as measured by teacher lesson plans and observational data. | **Adult Learning Culture Improvement Strategy:** *Teachers will collaboratively participate in effective PLCs and MTSS meetings to ensure the teaching and learning cycle is implemented and differentiated instructions and appropriate scaffolds, along with Tier 2 interventions, are provided.*<br><br>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Professional Learning Communities, 2; MTSS 1*<br>**Adult Learning Culture Action**<br>• **Action Step [1]: Teachers will participate in bi-weekly PLC meetings and MTSS meetings to analyze and plan appropriate scaffolds and differentiation for ELL students.**<br>◦ **Monitoring Plan: PLC agendas, Lesson plans, and observational data will be reviewed monthly**<br>◦ **Person Responsible: Administration and Strategists**<br>**Adult Learning Culture Professional Learning**<br>**Professional Learning [1] for [staff]:** *Staff will need professional learning on how to use MAP data and WIDA data to inform instruction and how to use this data to create and support differentiation for ELLs.*<br>◦ **Monitoring Plan:** During weekly PLCs and during substitute release professional development support<br>◦ **Person Responsible: Administration and Strategists** |

| | | |
|---|---|---|
| | | Teachers will use WIDA Can Do Descriptors to appropriately support student learning. |
| **Foster/Homeless** | Foster care students are more transient, leading to gaps in continuous education. | Ensure all supplies necessary are supplied by the school. Ensure students are placed in MTSS groups that will help fill any gaps. |
| **Free and Reduced Lunch** | Students who receive free and reduced lunch may not have the same resources at home to provide background knowledge of subject-area content, which would be a detriment in the classroom. | Ensure all supplies necessary are supplied by the school. |
| **Migrant/Title1-C Eligible** | N/A | N/A |
| **Racial/Ethnic Minorities** | Racial and ethnic minorities may not feel connected to a caring adult at school that resembles their race or ethnicity, leading to feeling disenfranchised and disconnected from traditional learning modalities. | Students will engage in tasks that utilize multiple modalities. |
| **Students with IEPs** | Students with IEPs may not be receiving grade-level Tier I instruction, including discourse and small group opportunities, due to the specific goals of their IEPs. Therefore, they may struggle to engage in discourse and other classroom activities. | Make reteaching opportunities available to students if needed. |

**Problem Statements Identifying Adult Learning Culture Needs**

**Problem Statement 1 (Prioritized):** Students are making academic growth in summative and formative assessments and benchmark assessments, but the growth made is not enough for students to meet proficiency.
**Critical Root Cause:** When students begin to struggle they disengage from the learning and teachers have not explicitly taught students the importance of productive struggle.

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

**SMART Goal 1:** By the end of the 2025-2026 school year, teachers will plan and implement lessons that actively engage all learners in rigorous, Tier I instruction aligned to the Nevada Academic Content Standards using state-adopted curriculum utilizing small group instruction, appropriate scaffolds, and differentiation. Based on walkthrough data collected during the 2024-2025 school year that student to student academic discourse was observed only 28% of the time, the lesson plans will also include oral or written discourse that allows students to articulate their understanding of the content and improve student to student academic discourse to 58% by the end of the 2025-2026. This goal will be measured by reviewing teacher lesson plans weekly for all the parts listed above, as well as through observational data collected during formal and informal walkthroughs using District provided and school-created walkthrough forms.

**Aligns with District Goal**

**Formative Measures:** MAP Assessments, walkthrough data, teacher evaluation cycles

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | In progress | |

**Improvement Strategy 1:** Teachers will learn how to purposefully plan for and integrate discourse into all content area lessons, using the provided curricular resources to support Tier 1 instruction.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Provide differentiated professional learning on discourse and student engagement during Tier I instruction in all subject areas. | Administration and strategists | 2025-2026 School Year |
| 2 | Teachers will plan for students to write ideas prior to sharing through discourse to allow all students to process their thoughts. | Teachers | 2025-2026 School Year |
| 3 | Teachers use the Teaching and Learning Cycle along with the Tier 1 Curriculum Resources (enVisions and HMH) to provide high quality Tier 1 Instruction to all students. | Teachers | 2025-2026 School Year |
| 4 | Teachers will plan and use school designated discourse structures with appropriate scaffolds to elicit extended productive discourse to support all learners. | Teachers | 2025-2026 School Year |
| 5 | Teachers will purposefully group students based on ability levels to ensure all students can actively participate. | Teachers | 2025-2026 School Year |
| 6 | Teachers will participate in Planning PLC's and use their learning from PLC's to write weekly lesson plans incorporating discourse and engagement structures. | Administration, strategists, and teachers | 2025-2026 School Year |
| 7 | Teachers will engage in differentiated coaching cycles based on needs identified by administration. | Administration, strategists, and teachers | 2025-2026 School Year |

**Position Responsible:** Administration

**Resources Needed:** Tier 1 curriculum and Intervention programs
MTSS substitute release days for teachers to analyze data
Dedicated coaching time
Dedicated time for Planning PLC's

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 2: Moderate: PLCs, coaching
Level 4: Demonstrate Rationale: HMH, enVisions

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

| Improvement Strategy 2 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | Revisions needed | |

**Improvement Strategy 2:** Teachers will build opportunities for productive struggle and stamina-building into Tier I lessons through small group instruction, scaffolding, and differentiation using metacognition and SC data.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Provide professional learning on building productive struggle and stamina. | Administrators and strategists | 2025-2026 School Year |
| 2 | Teachers will appropriately scaffold lessons and provide small group differentiation and implement those during Tier I instruction. | Teachers | 2025-2026 School Year |
| 3 | Teachers use the Teaching and Learning Cycle along with the Tier 1 Curriculum Resources (enVisions and HMH) to provide high quality Tier 1 Instruction to all students. | Teachers | 2025-2026 School Year |
| 4 | Teachers will participate in Plan, Analyze and Reflect PLC's and use their learning from PLC's to write weekly lesson plans and group students for small groups. | Administration, strategists, teachers | 2025-2026 School Year |
| 5 | Parent Instructional Rounds will provide information to parents about how to build stamina and allow for productive struggle at home. | Administration and strategists | 2025-2026 School Year |

**Position Responsible:** Administration

**Resources Needed:** Time for professional learning

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 2: Moderate: PLCs, data analysis, coaching

**Problem Statements/Critical Root Cause:** Adult Learning Culture 1

# Connectedness

**Connectedness Areas of Strength**

Chronic Absenteeism has declined from 31% in 2022 to 19.1% in Spring of 2024. Chronic Absenteeism has further declined to 13.7% in Spring of 2025. The District Survey results indicated that 88% of students feel safe at school.

**Connectedness Areas for Growth**

The Districtwide Survey shows that only 46.76% of students report that they finish tasks even when they are hard for them.

**Connectedness Equity Resource Supports**

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | ***Data Reviewed***<br>*Chronic Absenteeism: 10% of ELs are chronically absent compared with 21% of non-ELs*<br>*Family Engagement*<br>*Discipline Data*<br><br>***AB 219 Connectedness Root Causes:*** *Student data from Focus Ed states that 19.1% of currently enrolled students are chronically absent, with 26.3% of kindergarten students chronically absent and 14.7% of first-grade students chronically absent.* A root cause of low performance of ELLs in language proficiency and content achievement is due to chronic absenteeism. For English learners (ELs), communication systems need improvement in regular communication and learning about instruction and to feel better connected to schools. Students need to attend school consistently in order | **Connectedness Improvement Strategy:** *Follow CCSD Attendance Protocols to provide* Multi-Tiered Systems of Support (MTSS) for attendance *and CCSD Code of Conduct for behavior.*<br>**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Creating a positive school climate and culture, level 3.*<br>**Connectedness Action**<br>• **Action Step [1]:** *Teachers will communicate with families daily when a child is absent and follow the school attendance plan to proactively support students to have positive attendance.*<br>◦ **Monitoring Plan: Chronic Absenteeism data will be monitored bi-weekly**<br>◦ **Person Responsible: Attendance Clerk and Asst. Principal**<br><br>• **Action Step [2]:** *Teachers will teach the school-wide behavior expectations for students and repeat this instruction after long weekends and holidays.*<br>◦ **Monitoring Plan: Walkthrough data collected monthly**<br>◦ **Person Responsible: Principal, Asst. Principals, and strategists** |

| | | |
|---|---|---|
| | to learn grade-level content. Students also need to attend school to feel connected to other students and staff members in positive ways, creating a safe learning environment for all students.<br><br>**AB 219 Connectedness Goals:** Decrease our overall chronic absenteeism from 19.1% in 2024 to 14% in 2025 as reported by the NSPF and monitored in FocusED.<br>• Chronic Absenteeism/Behavior | • **Action Step [3]:** *Families will engage in school-wide observations of instruction.*<br>◦ **Monitoring Plan: Walkthrough data collected monthly**<br>◦ **Person Responsible: Principal, Asst. Principals, and strategists**<br><br>**AB 219 Connectedness Professional Learning**<br>• **Professional Learning [1] for [staff]:** *Staff needs Professional Learning on CCSD Attendance Protocols and on Twin Lakes expectations for Attendance and Behavior.*<br><br>Create and present parent classes regarding attendance and school behavioral expectations and reinforce school goals at events. |
| **Foster/Homeless** | Foster care students are more transient, leading to gaps in attendance. | Provide community-based resources to support students' attendance and behavior at school |
| **Free and Reduced Lunch** | Students who receive free and reduced lunch may have parents who have difficulty attending parent meetings due to work obligations. | Create and present parent classes regarding attendance and school behavior expectations to parents monthly through Parent Instructional Rounds and reinforce school goals at events. |
| **Migrant/Title1-C Eligible** | N/A | N/A |

| Student Group | Challenge | Solution |
|---|---|---|
| **Racial/Ethnic Minorities** | Parents of racial and ethnic minorities may not feel connected to the school. | Create and present parent classes regarding school behavior expectations to parents monthly through Parent Instructional Rounds and reinforce school goals at events. |
| **Students with IEPs** | The parents of students with IEPs may not understand what grade level proficiency includes since their children may not have IEP goals that are not based on grade level standards. | Create and present parent classes regarding attendance and school behavior expectations to parents monthly through Parent Instructional Rounds and reinforce school goals at events. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** District Survey data states that only 46.76% of students report that they finish tasks even when they are hard for them.
**Critical Root Cause:** Most students compliantly participate in classroom instruction and only some students actively engage in learning. Many students fail to attempt work alone when it is difficult (perceived or real).

## **Inquiry Area 3:** Connectedness

**SMART Goal 1:** Increase the percentage of students who report they will complete a task even if it is hard for them from 46.76% to 57%, as well as decrease the percentage of students who do not participate in discussions from 28.2 to 15% as measured by District survey data.

**Aligns with District Goal**

**Formative Measures:** District Survey data, classroom observation and student survey data

| Improvement Strategy 1 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | In progress | |

**Improvement Strategy 1:** School and classroom learning environments will clearly articulate the expectations for students to engage in extended productive discourse and actively participate in lessons.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Teachers will co-create classroom norms with students which will be posted and shared with families. | Teachers | 2025-2026 School Year |
| 2 | Teachers will articulate and utilize a classroom management plan that includes positive feedback for students who are following expectations and consequences for those who are not. | Teachers | 2025-2026 School Year |
| 3 | Teachers will be provided differentiated coaching to assist with classroom procedures and management plans. | Strategists and teachers | 2025-2026 School Year |
| 4 | Strategists will support teachers in creating and implementing Tier 2 and Tier 3 Behavior Intervention Plans. | Strategists and teachers | 2025-2026 School Year |
| 5 | School Social Worker will provide differentiated group sessions for students who need support in self regulation. | School social worker | 2025-2026 School Year |
| 6 | Collect and analyze walkthrough data and student response data monthly to evaluate levels of engagement and discourse. | Administration, strategists, teachers | 2025-2026 School Year |

**Position Responsible:** Administration

**Resources Needed:** Time for professional learning
Time for data analysis
Time for social worker to meet with students
Time to conduct walkthroughs and student response data

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 3: Promising: creating a positive school climate and culture

**Problem Statements/Critical Root Cause:** Connectedness 1

| Improvement Strategy 2 Details | Reviews | | |
|---|---|---|---|
| | Status Check | | EOY Reflection |
| | Oct | Feb | June |
| | In progress | In progress | |

**Improvement Strategy 2:** Teachers will build opportunities for productive struggle and stamina building into lessons, and will clearly articulate expectations for work completion to students and families.

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Professional learning provided to staff about how to conduct class discussions regarding the expectations of persevering through difficult task completion. | Administration and strategists | 2025-2026 School Year |
| 2 | Incentive time will be used to track and provide differentiated support to students who do not complete assignments. | Administration, strategists, and teachers | 2025-2026 School Year |
| 3 | Develop and present a Slide presentations to provide parents with information regarding participation in class, stamina, and productive struggle, with tools they can use with their child to build these traits during Parent Instructional Rounds. | Administration or strategists | 2025-2026 School Year |
| 4 | Students will have a weekly Special in Leadership to learn durable skills aligned to productive struggle (advocating for help, stamina, and self-awareness). | Teacher | 2025-2026 School Year |
| 5 | Students will complete monthly surveys using the questions from the District Survey that are targeted to assess the level of their willingness and ability to complete difficult tasks and their engagement in lessons. | Administration, strategists, and teachers | 2025-2026 School Year |

**Position Responsible:** Administration

**Resources Needed:** Common and clear expectations and professional learning so all staff know the common expectations
House points and incentives and app to track points
Time for small groups and structured recess.
Funding for incentives

**Schoolwide and Targeted Assistance Title I Elements:**
2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**
Level 1: Strong: PBIS
Level 3: Promising: Creating a positive school climate and culture

**Problem Statements/Critical Root Cause:** Connectedness 1

# Priority Problem Statements

**Problem Statement 1**: Only 30% of students showed proficiency in ELA and 38% in Math on the Spring Map benchmark in 2025.

**Critical Root Cause 1**: Students are not receiving consistent differentiated support and are not provided adequate opportunities to use discourse or writing to deepen their understanding of content.

**Problem Statement 1 Areas**: Student Success

**Problem Statement 2**: Students are making academic growth in summative and formative assessments and benchmark assessments, but the growth made is not enough for students to meet proficiency.

**Critical Root Cause 2**: When students begin to struggle they disengage from the learning and teachers have not explicitly taught students the importance of productive struggle.

**Problem Statement 2 Areas**: Adult Learning Culture

**Problem Statement 3**: District Survey data states that only 46.76% of students report that they finish tasks even when they are hard for them.

**Critical Root Cause 3**: Most students compliantly participate in classroom instruction and only some students actively engage in learning. Many students fail to attempt work alone when it is difficult (perceived or real).

**Problem Statement 3 Areas**: Connectedness

**Problem Statement 4**: AB 335: As evidenced by MAP Growth data, the problem is ELs are performing below other identified student groups at our school.

**Critical Root Cause 4**: AB 335: The low performance of ELs in language proficiency and content achievement is due to limited access to academic discourse.

**Problem Statement 4 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
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

**Adult Learning Culture**

- Coaching Logs
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data
- Other
    - MTSS process, consistent curriculum

**Connectedness**

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data
- Other
    - District Survey

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

A diverse team of educators met to discuss the pertinent needs of the school, and how our needs are reflected in our feeder alignment. Teams conducted walkthroughs at various schools, and reported back positive observations as well as identified needs, which were taken into consideration to develop goals for our specific school. The team then met several times to refine the action steps and indicators that will measure our progress towards our goals. Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

Please see the Continuous Improvement Team table included in this plan. The continuous improvement team meets at specified points (Act 1, Act 2, etc.) to discuss the plan and provides feedback. During specific points in the process of defining or refining goals (Act 1, Act 2, etc.), the plan is shared with parents and the community through SOT meetings or Family Instructional Rounds, and feedback is gathered. The feedback is then analyzed and next steps are determined.

## 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 Improvement Plan (SIP) 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

One of the major initiatives in the plan that is funded through Title I is staff member salaries for class size reduction. Lower student to teacher ratios allow for more ability to differentiate and support various learners.

## 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

Our school holds Parent Instructional Rounds monthly in the morning. Other school events that are for parents or for families are held during the school day or after school. This provides multiple flexible opportunities for parent involvement.

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $ 4,020,425.91 | School Personnel and Supplies/Incentive Pay | Student Success, Adult Learning Culture, Connectedness |
| At-Risk Weighted Allocation | $ 183,917.81 | School Personnel and Supplies, professional learning | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Allocation | $ 636,148.45 | School Personnel and Supplies, professional learning pay for licensed staff | Student Success, Adult Learning Culture, Connectedness |
| General Carry Forward | $ 275,451.02 | School Personnel and Supplies | Student Success, Adult Learning Culture |
| At-Risk Weighted Carry Forward | $ 409,280.79 | School Personnel and Supplies | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Carry Forward | $ 118,008.93 | School Personnel and Supplies | Student Success, Adult Learning Culture, Connectedness |
| Title IA | $ 248,792.00 | School Personnel and Supplies | Student Success, Adult Learning Culture, Connectedness |
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# School Continuous Improvement Team

| Team Role | Name | Position |
|---|---|---|
| Team Member | Christopher Skripak | Parent |
| Team Member | Rosa Martin | Parent |
| Team Member | Esmeralda Zavala | Support Staff |
| Team Member | Betty Neill-Parker | Teacher |
| Team Member | Alicia Tommela | Assistant Principal |
| Team Member | Angela Angers | Teacher |
| CI Team Lead | Katie Rankin | Principal |