Clark County School District

Derfelt, Herber A. ES

2026-2027 School Improvement Plan

District Approval Date: August 6, 2026

Mission Statement

At Herbert Derfelt Elementary School, our Mission is to provide a safe and supportive learning environment where students lead, learn, and grow.

Vision

We will inspire all scholars to become empathetic, problem-solving, life-long learners.

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/herbert_a._derfelt_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

*The percentage of s*tudents scoring at or above the 61st percentile on the MAP Growth Assessment in Reading has slightly increased from 34% in Fall 2025 to 35% in Spring 2026.
The percentage of students above the 61st percentile on the MAP Growth Assessment in Math has increased from 30% in the Fall 2025 to 35% in the Spring 2026.
The Chronic Absenteeism (CA) showed improvement by reducing the CA % from 27.4% to 20.4%.

Student Success Areas for Growth

This data highlights a significant need for targeted and differentiated support and interventions in reading and a strong Tier I instruction across all grade levels.

Based on Spring 2026 MAP scores:

65% of all students are scoring below the 61st percentile in math

65% of all students are scoring below the 61st percentile in reading

69% of students were projected to be non-proficient on the math SBAC/CRT

64% of students were projected to be non-proficient on the reading SBAC/CRT

Disparities in projected proficiency exist among grade level groups:

67% 3rd graders (4th graders in 26-27 school year) are projected to be non-proficient on the reading CRT, compared to 65% of 4th graders and 51% of 5th graders.

75% of 5th graders (6th graders in 26-27) were projected to be non-proficient on the math CRT, compared to 64% of 3rd graders and 72% of 4th graders.

Disparities exist between student groups in regards to projected CRT proficiency, particularly in reading. 78% of Black/African American, and 71% of Hispanic students are projected to be non-proficient on SBAC/CRT in reading, compared to 63% of White students, despite the White student group having a smaller student count than the Black/African American and Hispanic student groups.

WIDA

EL proficiency based on the WIDA assessment has shown a slight increase from the last year trends but still has not reached the proficiency levels from 2 years ago.

English Learners

There is an 21% achievement gap between the student population and ELs in math, and an 13% achievement gap between the student population and ELs in reading.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is an 21% achievement gap between the student population and ELs in math, and an 13% achievement gap between the student population and ELs in reading. • Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.	Students will use Summit K12 for additional time to work on reading, writing, oral, and listening skills. They can also use an iPad for translation (if necessary) between teacher, student, and classmates and participate in a small group literacy/reading block to address students' individual needs. EL-weighted funds allow students to receive additional instructional minutes each day.

Student Group	Challenge	Solution
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/Homeless and Not Foster/Homeless students. • 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.	Focus on meeting Maslow's Hierarchy - Title I Hope Advocate, School Bell, Three Square, Counselor, and Safe School Professional, literacy (GPS/RTI) block of time to address students' individual needs. At-risk weighted funds are used to employ educational personnel who provide services for at-risk students.
Free and Reduced Lunch	• There is currently no identifiable achievement gap between Free and Reduced Lunch and Not 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	The Fall Map Benchmark results will determine which accelerated group students will participate during the Great Path to Success (GPS), a block of time to address students' targeted skills deficits. Additionally, the Safe School Professional and the Counselor will support the social-emotional needs of at-risk students. At-risk weighted funds are used to employ educational personnel who provide services for at-risk students.

Student Group	Challenge	Solution
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.	The Fall Map Benchmark results will determine which accelerated group students will participate during a block to address individual needs. Additionally, the Safe School Professional and the Counselor will support the social-emotional needs of at-risk students. At-risk weighted funds are used to employ educational personnel who provide services for at-risk students.
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. • Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	When possible and in compliance with the IEP, less pullout occurs at the beginning of Tier I instruction. During GPS time, students participate in instruction based on their IEP goals. The Safe School Professional and the Counselor also support social-emotional needs for at-risk students. At-risk weighted funds are used to employ educational personnel who provide services for at-risk students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The Spring 2026 MAP assessment results indicate that 65% of students in grades K-5 scored below the 61st percentile in reading. Below is the breakdown of the percentage of students who scored below the 61st percentile by grade level: Kindergarten: 71%, 1st Grade: 65%, 2nd Grade: 63%, 3rd Grade: 63% 4th Grade: 65%, 5th Grade: 61% This data highlights a significant need for targeted and differentiated support and interventions in reading and a strong Tier I instruction across all grade levels.
Critical Root Cause: Teachers are in the third year of learning and implementing the new Into Reading curriculum (HMH), which impacted the consistency and effectiveness of reading instruction. As a result, not all components of the curriculum such as differentiated small groups have been integrated in their plans as part of the lesson routines. Additionally, teachers follow the curriculum's alignment with the CCSD Pacing Guide, but would at times skip important components leading to variability in instruction. To address this, teachers need targeted support in lesson planning and delivering daily instruction with clarity and fidelity, ensuring that each lesson is taught as intended and aligned with district expectations.

Problem Statement 2 (Prioritized): AB 335: As evidenced based on MAP Projected CRT Proficiency, which is aligned with SBAC, there is a 21% gap in math, and a 13% gap in reading between EL students compared to their same age peers.
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to a decrease in/lack of consistent implementation with professional learning/professional development focused on strategies for English Learners.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 61st percentile in reading from 35% (Spring 2026) to 40% in Winter 2026 and 46% in Spring 2027.
Increase the percentage of students projected to be proficient on state summative assessments by 10% from Fall to Winter and by an additional 5% from Winter to Spring for the 2026-2027 school year, as measured by the iReady diagnostic assessment.

Formative Measures: Teachers will administer Fast Bridge ORF and comprehension assessments for progress monitoring weekly for Tier III and bi-weekly for Tier II students. Grades K-1 will administer the letter name and letter sound identification, and grades 2-5 will administer the ORF.

Teachers will use Into Reading (HMH) end of the module tests data to determine students progress and and targeted skills or areas to intervene when necessary.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Based on the data analysis, teachers will use a consistent PLC structure through collaboration to support the use of the Tier 1 reading instructional curriculum and materials, administer common summative grade-level assessments, use student data to implement appropriate student support, and provide monitoring and appropriate feedback.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will guide students in setting personalized reading and writing goals using their Fall, Winter, and Spring iReady and Fast Bridge scores..	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	
2	Read By Grade 3, Learning Strategists, Classroom Teachers and Instructional Support Professionals will lead targeted learning groups during the allotted 30 minutes of Great Path to Success (GPS/RTI) based on iReady and Fast Bridge' learning continuum data.	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	
3	Teachers will integrate technology tools that mirror online testing platforms to build students' comfort with digital assessments. Programs such as Lexia and/or their learning paths on iResdy will provide individual paths at the students' individual levels.	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Teachers will include the lesson's learning intentions and success criteria with lesson plans.	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	
5	Reading comprehension and writing data from HMH end-of-module assessments, and Think Cerca will be analyzed during PLCs to identify growth areas and instructional gaps. Use student data to group students for reteaching or enrichment activities the following week.	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	
6	Grade-level teams will collaboratively create and administer summative assessments to ensure consistency with grades across the grade level. Analyze common assessment data during PLCs to adjust instruction.	Administrators, classroom teachers, learning strategists, reading room's instructional assistants, resource teachers, and support professionals.	August 2026 - May 2027	
7	Utilize i-Ready Personalized Instruction	Classroom Teachers	Weekly	

Position Responsible: Admin

Resources Needed: Read By Grade 3
Learning Strategist
Summit K12
World Language
Core Lexia
Language Lexia
Think Cerca
Canvas
Clever
MAP assessment data
SLG Monthly Performance Tasks Reading and writing tests
95 Phonics
Amplify
Exact Path, Smarter Balanced, interim assessments
LETRS Professional Learning
Before-and-After School Tutoring - Tutors
1003(a) Funding for i-Ready Personalized Instruction

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Core Lexia, 95 Phonics Core Program, Amplify Science
Level 2: Moderate: HMH Into Reading, i-Ready Personalized Instruction

Inquiry Area 1: Student Success

SMART Goal 2: Increase proficiency (70th and above) among English Learners in Mathematics from 5.56% in Fall 2026 to 12.79% by Spring 2027, as measured by state formative assessments.
Increase proficiency (70th and above) among English Learners in ELA from 4.2% in Fall 2026 to 9.2% in Spring 2027, as measured by state formative assessments.
Increase the percentage of English Learners proficient from 5% (4/80) in 2026 to 10% by 2027, as measured by the WIDA language assessment.

Formative Measures: Summit K12
iReady data
Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.
AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	August 2026-May 2027	
2	Data review with ELLD Coordinator to identify student instructional needs	ELLD Coordinator	Periodically August 2026 - May 2027	
3	Implement the use of anchor charts in all classrooms (made with the students); PD on acnhor charts	All teachers	August 2026 - May 2027	
4	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026 - 2027 school year	
5	Utilize progress monitoring data during RTI meetings to inform Tier II groupings.	All teachers, RTI team, RBG3 Strategist	Ongoing throughout the 2026 - 2027 school year	

Position Responsible: Admin

Resources Needed: ULD
Tier I Monitoring Tool
Lexia
Flashlight 360
Summit K12
Freckle Math

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Lexia
Level 3: Promising: Flashlight 360
Level 4: Demonstrate Rationale: Summit K12

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

Derfelt ES's proficiency (students above the 61st percentile) in the MAP Growth Assessment in Reading has slightly increased from 34% in Fall 2025 to 35% in Spring 2026.

Derfelt ES' proficiency (students above the 61st percentile) in the MAP Growth Assessment in Math has increased from 30% in the Fall 2025 to 35% in the Spring 2026.

Teachers actively participate in weekly Professional Learning Community (PLC) meetings to collaboratively analyze student results, identify learning trends, and develop targeted instructional strategies. This ongoing dialogue ensures that teaching practices are data-driven and aligned to meet the diverse needs of all students.

Adult Learning Culture Areas for Growth

Derfelt ES will show growth in reading scores of 61% or above in MAP tests from 34% in the Fall of 2025, 42% in the Winter of 2025, and 35% in the Spring of 2026.

According to the Tier 1 Monitoring Tools Report, 80% of observed teachers need to show growth in effectively interacting and engaging students with success criteria and learning intentions during instruction. Strengthening this area will support greater student understanding, ownership of learning, and alignment with instructional goals.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. • English learners face academic challenges as they continue to develop proficiency in the English language.	• Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). • Weighted funding will be used to employ educators to facilitate EL-specific language development courses. • Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs. • Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities.

Student Group	Challenge	Solution
Foster/Homeless	• 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.	• 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. • The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students'
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	Licensed and support staff will provide opportunities for after-hour tutoring and Saturday study camps. Title I and At-Risk funding are used to provide class size reduction teachers in grades 4 and 5, Certified Temporary Tutors (CTTs), Instructional Assistants in the Reading Room and the Dolphin Cove (Shared Collaborative Room) to provide instruction for tiered interventions and acceleration, to support students' attendance, academic and social/emotional progress, and Learning Strategists to work with at-risk students. The counselor 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

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.	Utilize a learning strategist to provide tiered interventions and acceleration for students. School mental health professionals and the counselor will provide students with one-on-one, small group, and whole class lessons and support with attendance, academic, social/emotional progress, and Learning Strategists to work with identified at-risk students.
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.	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. • 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: At Derfelt ES, professional learning during the 2025-2026 school year focused on Tier I curriculum implementation and lesson building. Additionally, student interventions and training emphasized integrating the Science curriculum across grade levels to support reading comprehension and writing development.
Critical Root Cause: There is a lack of consistency in integrating curriculum across content areas, particularly in aligning comprehension and writing standards. The absence of clear planning and guidance on how to effectively connect science content with literacy skills has resulted in missed opportunities to implement meaningful cross-curricular instruction.

Problem Statement 2 (Prioritized): Teachers are not consistently utilizing their learning intentions or success criteria to to support Tier 1 standards. Teachers are demonstrating limited knowledge of the district Tier I material and how to best utilize it. As a result, students who require targeted support to master grade-level content are not clearly identified and teachers are having difficulty staying with the required pacing.
Critical Root Cause: Teachers lack adequate planning time, training, or support in effectively structuring targeted instruction within the Tier 1 block of the required curriculum.

Additionally, there may be uncertainty about how to use assessment data to group students and reteach skills with specific learning objectives, limiting their ability to implement differentiated instruction within their Tier I structure.

Problem Statement 3 (Prioritized): The Spring 2026 MAP assessment results indicate that 65% of students in grades K-5 scored below the 61st percentile in reading. Below is the breakdown of the percentage of students who scored below the 61st percentile by grade level: Kindergarten: 71%, 1st Grade: 65%, 2nd Grade: 63%, 3rd Grade: 63% 4th Grade: 65%, 5th Grade: 61% This data highlights a significant need for targeted and differentiated support and interventions in reading and a strong Tier I instruction across all grade levels.
Critical Root Cause: Teachers are in the third year of learning and implementing the new Into Reading curriculum (HMH), which impacted the consistency and effectiveness of reading instruction. As a result, not all components of the curriculum such as differentiated small groups have been integrated in their plans as part of the lesson routines. Additionally, teachers follow the curriculum's alignment with the CCSD Pacing Guide, but would at times skip important components leading to variability in instruction. To address this, teachers need targeted support in lesson planning and delivering daily instruction with clarity and fidelity, ensuring that each lesson is taught as intended and aligned with district expectations.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers and students interacting with learning intentions and success criteria during instruction, from 50% teacher implementation during instruction by October 2026, 60% by December 2026, and 75% by April 2027, as measured by the Tier 1 Monitoring Tool.

Formative Measures: Administration and teachers will use Focal Point's Tier 1 Monitoring Tools during classroom walkthroughs. PLC Observation tool during weekly PLC meetings. Administration will compile that information and share it with staff throughout the year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Classroom walkthrough calibration and formal and informal teacher observations will focus on Tier 1 instruction to collect data on using curriculum materials, alignment of Teacher Clarity (learning intentions/success criteria), student discourse, and use of varied grouping strategies and individual support for students. Grade level teams will participate in two rounds of focused walks as a team. Participants will use the data to show teachers and students interacting with the posted learning intention and success criteria that are aligned with CCSD's Pacing Guides for reading, writing, and mathematics. Collected data will be discussed in PLC meetings to review engagement strategies, assessments, and pacing.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish calibration protocols for leadership team when conducting classroom walks by conducting initial and ongoing calibration scheduled sessions with administrators, strategists, and teachers to ensure consistency in walkthrough observations and data collections.	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	
2	Conduct regular walkthroughs and classroom observations by developing a walkthrough and observation calendar ensuring every classroom is visited on a regular basis (e.g. bi-weekly or monthly.)	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Create balance with informal walkthroughs with formal classroom observations to gather both snapshot and in-depth instructional data.	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	
4	Review and discuss data during leadership and PLC meetings to identify school-wide patterns and specific teacher needs.	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	
5	Provide teachers timely, actionable feedback and support by giving teachers specific, growth-oriented feedback based on observation data, highlighting their strengths and areas for refinement.	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	
6	Align professional development based on the identified areas of needs, such as increasing student discourse during lessons, strengthening student writing skills during Tier 1 instructions, and to effectively use the Amplify curriculum on a consistent basis.	Administrators, Learning Strategists, RBG3, Resource Teachers, Reading Instructional Assistants, and Classroom Teachers	August 2026 - May 2027	

Position Responsible: Admin

Resources Needed: Scheduled calibration walks on school's Master Calendar
PLC time for data analysis and feedback
Classroom collected data based on the Problem of Practice
Data board visible to all for the walk outcome
Individual student academic portfolio
Teacher's SLG Performance Task Data Tracker
1003(a) Funding for Substitutes to Release Teachers for Collaboration/PL

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

Evidence Level
Level 1: Strong: Build a committed staff through professional development
Level 2: Moderate: Professional Learning Communities (PLC)-
Level 3: Promising: MAP Growth Assessments

Problem Statements/Critical Root Cause: Adult Learning Culture 2

Connectedness

Connectedness Areas of Strength

Panorama survey results showed an increase in the Self-Management category, rising from 69% in Spring 2025 to 71% in Spring 2026. This improvement indicates that more students are able to stay focused and follow directions with reduced prompting from their classroom teacher.

Student survey results showed a decrease from 70% in 2025 to 59% in 2026 for students stating that bullying is a problem at the school.

The WrapAround Team - Mental Health Professional, Counselor, and classroom teachers have continued to work collaboratively to decrease the Chronic Abseentism.

Connectedness Areas for Growth

Student data from the Spring 2025 Panorama survey revealed that only 64% of students in grades 3–5 reported feeling a sense of belonging within the school environment.

21.5 % of the students are considered chronically absent for the 2025-2026 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. • English learners face academic challenges as they continue to develop proficiency in the English language.	Title I funding will provide teachers with extra time (extra duty) or classroom substitutes to participate in the classroom calibration walks and data analysis. Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). Weighted funding will be used to employ educators to facilitate EL-specific language development courses. Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs. Weighted funding will be used to employ educators to facilitate language-focused before- or after-school tutoring opportunities. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. Weighted funding will be leveraged to support teacher participation in professional learning focused on effectively planning instruction to support ELs.

Student Group	Challenge	Solution
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.	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. 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	• 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	Licensed and support staff will provide opportunities for after-hour tutoring. Title I and At-Risk funding are used to provide class size reduction teachers to provide instruction for tiered interventions and acceleration, Instructional Assistant, to support students' attendance, academic, and social/ emotional progress, and Learning Strategists to work with at-risk students.
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.	Utilize a learning strategist to provide tiered interventions and acceleration for students. School mental health professionals and the counselor will provide students one-on-one instruction and support with attendance, academic, and social/ emotional progress, and Learning Strategists to work with at-risk students. Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
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.	Students with behavioral goals in their IEPs will participate in the check-in/check-out. 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): Student data from the Spring 2026 Panorama survey revealed that only 62% of students in grades 3-5 reported feeling a sense of belonging within the school environment.
Critical Root Cause: There needs to be more social-emotional Tier 1 classroom resources that general education teachers use to support their students. There is inconsistent implementation of school-wide social-emotional learning practices and limited opportunities for student voice, peer connection, and inclusive classroom experiences. Additionally, a lack of structured routines for building relationships--such as class meetings, student leadership roles, or community-building activities--may contribute to students feeling disconnected from their school community.

Inquiry Area 3: Connectedness

SMART Goal 1: Students' sense of belonging will increase from 62% (Spring of 2026) to 69%. This data is based on the Panorama survey from the Fall of 2026 to the Spring of 2027.

Formative Measures: The Panorama Online Benchmarking survey for Fall, Winter, and Spring of 2026-2027 school year. The counselor and mental health professional will assist conduct the surveys with 3rd - 5th grade students. They will then present the results to the staff.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide a variety of opportunities for students to receive additional SEL to increase feelings of belongingness and be able to regulate their emotions. The comparison of the year-end data would allow us to assess our ability to sustain a positive sense of belonging results and students' emotion regulation.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Embed Mindfulness and Wellness Through Brain Power (BP) Strategies by integrating strategies into daily instruction to promote mindfulness and student well-being. a) Model the weekly BP strategy during morning assemblies with teacher and student leaders. b) Encourage use of BP strategies during brain breaks, transitions, and Circle Time to foster calm and focus.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
2	Implement Character Strong SEL Lessons a) Teachers will use Character Strong online tools at least once per week during Health, Science, or SEL instruction. b) Lessons will focus on building empathy, resilience, and a sense of belonging in the classroom.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
3	Promote School-Wide Community and Belonging Plan and host school-wide activities and incentive events that celebrate student participation and positive behavior.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
4	Provide Tiered Social-Emotional Support a) School counselors and mental health professionals will deliver SEL lessons in classrooms and small groups. b) The MTSS/RTI team will work with teachers to create intervention plans for students with Tier III social-emotional needs. c) Wrap-around team and staff will conduct individual student check-ins and check-outs for ongoing support.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Establish a teacher-student mentorship program using daily check-in/check-out practices to build trust and accountability.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
6	Partner with Boystown School Specialists and other school community business partners to support student attendance, behavior, and parent engagement.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
7	Host family engagement events such as parent trainings, school-wide celebrations, and academic recognitions.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
8	Expand enrichment and intervention programs by promoting student participation in before- and after-school clubs that offer both academic support and enrichment activities.	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	
9	Consistently use the Dolphin Cove for student positive reinforcement	Administrators, Classroom Teachers, RBG3, Learning Strategists, Mental Health Professional, Counselor, Resource Teachers, Boystown Specialists, Dolphin Cove's Instructional Assistant	August 2026 - May 2027	

Position Responsible: Admin

Resources Needed: Panorama Survey
Calm down kit in every classroom
Positive Reinforcement Items in classrooms and shared collaborative space
Shared Collaborative Room - Dolphin Cove

Derfelt's House System for Positive Behavior Incentives
Brain Power Teacher Online Resources
Online Character Strong Resources for Tier 1 skills for life and character development

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Positive Behavior Interventions and Supports (PBIS)
Level 3: Promising: Creating a positive school climate and culture

Priority Problem Statements

Problem Statement 1: Student data from the Spring 2026 Panorama survey revealed that only 62% of students in grades 3-5 reported feeling a sense of belonging within the school environment.

Critical Root Cause 1: There needs to be more social-emotional Tier 1 classroom resources that general education teachers use to support their students. There is inconsistent implementation of school-wide social-emotional learning practices and limited opportunities for student voice, peer connection, and inclusive classroom experiences. Additionally, a lack of structured routines for building relationships--such as class meetings, student leadership roles, or community-building activities--may contribute to students feeling disconnected from their school community.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Teachers are not consistently utilizing their learning intentions or success criteria to to support Tier 1 standards. Teachers are demonstrating limited knowledge of the district Tier I material and how to best utilize it. As a result, students who require targeted support to master grade-level content are not clearly identified and teachers are having difficulty staying with the required pacing.

Critical Root Cause 2: Teachers lack adequate planning time, training, or support in effectively structuring targeted instruction within the Tier 1 block of the required curriculum. Additionally, there may be uncertainty about how to use assessment data to group students and reteach skills with specific learning objectives, limiting their ability to implement differentiated instruction within their Tier I structure.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: AB 335: As evidenced based on MAP Projected CRT Proficiency, which is aligned with SBAC, there is a 21% gap in math, and a 13% gap in reading between EL students compared to their same age peers.

Critical Root Cause 3: AB 335: The low performance of ELs in language proficiency and content achievement is due to a decrease in/lack of consistent implementation with professional learning/professional development focused on strategies for English Learners.

Problem Statement 3 Areas: Student Success

Problem Statement 4: The Spring 2026 MAP assessment results indicate that 65% of students in grades K-5 scored below the 61st percentile in reading. Below is the breakdown of the percentage of students who scored below the 61st percentile by grade level: Kindergarten: 71%, 1st Grade: 65%, 2nd Grade: 63%, 3rd Grade: 63% 4th Grade: 65%, 5th Grade: 61% This data highlights a significant need for targeted and differentiated support and interventions in reading and a strong Tier I instruction across all grade levels.

Critical Root Cause 4: Teachers are in the third year of learning and implementing the new Into Reading curriculum (HMH), which impacted the consistency and effectiveness of reading instruction. As a result, not all components of the curriculum such as differentiated small groups have been integrated in their plans as part of the lesson routines. Additionally, teachers follow the curriculum's alignment with the CCSD Pacing Guide, but would at times skip important components leading to variability in instruction. To address this, teachers need targeted support in lesson planning and delivering daily instruction with clarity and fidelity, ensuring that each lesson is taught as intended and aligned with district expectations.

Problem Statement 4 Areas: Student Success - Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

- I-Ready
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other

Adult Learning Culture

- Professional Development Agendas
- Walk-through data
- Other

Connectedness

- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan. Our Continuous Improvement (CI) Team meets after the iReady Benchmarking tests conclude to discuss areas for school celebrations and opportunities for growth. Additionally, the school leadership team made up of grade level and department chairs meet on a monthly basis to go over school data results.

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

Please see the Continuous Improvement Team table included in this plan. The Site Based Committee, which includes staff, parents, and community members meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered through the school's Parents of Derfelt (POD) and the SOT groups meet monthly to discuss important school events and updates.

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

2 Class size reduction teachers

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$ 4,457,087.30	*Staff, technology upgrades, Tier I ELA/Math supplemental materials, Social Emotional Wellness materials, classroom supplies and materials, library, extra duty, before-and-after school instructions for clubs/tutoring for licensed and support staff, learning environment improvement for safety and security and promote positive culture.*	*Student Success, Adult Learning Culture, Connectedness*
At-Risk Weighted Allocation	$ 383,379.00	*2 Licensed teachers, Librarian, and 59% of School Mental Health Professional*	*Student Success, Adult Learning Culture, Connectedness*
EL Weighted Allocation	$ 393,117.61	*Licensed Teacher, Music Teacher, Art Teacher, and Contributions toward licensed teachers.*	*Student Success, Adult Learning Culture, Connectedness*
General Carry Forward	$ 301,582.96	Instructional materials and technology supplies.	*Student Success, Adult Learning Culture, Connectedness*
At-Risk Weighted Carry Forward	$ 55,271.24	Portion toward licensed teacher	
EL Weighted Carry Forward	$ 13,013.62	Instructional materials and technology supplies.	
Title IA	$ 201,544.00	*2 Class size reduction teachers*	*Student Success, Adult Learning Culture*
1003(a) School Improvement Grant District Allocation	*$5,454,702.03*	Instructional Programs (i-Ready Personalized Instruction), Substitutes to release teachers for collaboration time	Student Success, Adult Learning Culture