

Clark County School District

Harney, Kathleen and Tim MS

2026-2027 School Improvement Plan

Classification: 1 Star School

Title I, ATSI



District Approval Date: August 4, 2026

Mission Statement

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

Vision

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

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada’s K-12 Accountability Portal provides detailed information about each school’s student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/kathleen_and_tim_harney_middle_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 50% of 6th, 7th and 8th grade students met Projected Growth for Reading on the Winter 2025-2026 benchmark MAP Assessment.
- 54% of 7th and 52% 8th grade students met Projected Growth for Math on the Winter 2025-2026 benchmark MAP Assessment
- The number of students scoring above the 70th percentile increased in Reading from Spring 2024-2025 to Spring 2025-2026 in 6th Grade from 12% to 14% and 7th grade from 9% to 18%
- The number of students scoring above the 70th percentile increased in Math from Spring 2024-2025 to Spring 2025-2026 in 8th Grade from 10% to 13%
- The number of non-proficient 6th graders decreased from 68.2% to 56.2% in 24-25 SBAC ELA.
- The number of non-proficient 6th graders decreased from 72.2% to 62.3% in 24-25 SBAC math.

Student Success Areas for Growth

Areas of growth include, increasing ELA and Math proficiency in all grade levels as measured by state assessments/SBACs. *Currently, our students show needs for growth in both ELA and mathematics. Based on Spring 2026 MAP data, 15% of students are proficient (Above the 61% threshold) in mathematics, and 24% are proficient in ELA (Above the 61% threshold).*

Student Success Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	In addition to the school-wide goal and considered equity supports, Harney MS has adopted the following Connectedness Action Plan Data Reviewed <i>Chronic Absenteeism:</i> ELLs Chronic Absenteeism rate 2026: 31.2 as compared to 33.8% overall population. Connectedness Root Causes: As evidenced by FocusEd data, the problem is that ELLs have a high chronic absenteeism rate. A root cause of low performance of ELLs in language proficiency and content achievement is due to a lack of awareness by students, family, and community of the impact of absenteeism over the course of a school career. Students need increased awareness and connectedness to school. Connectedness Goals: • Chronic Absenteeism/Behavior ◦ Reduce the percent of ELLs chronically absent from 31.2% in 2026 to 28% by 2027, as measured by attendance data.	AB335 Funded by 1003a Connectedness Improvement Strategy: Wraparound Services and PBIS Rewards Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 and 1 Connectedness Action • Action Step [1]: Leverage the skills of our Wraparound Team to decrease ELLs chronic absenteeism. ◦ Monitoring Plan: Weekly review of data to guide family communication regarding student absences. ◦ Person Responsible: Attendance secretary, student success instructional facilitator, wraparound team, teachers, and administration • Action Step [2]: Using PBIS Rewards digital program, reward students for daily attendance and participation. ◦ Monitoring Plan: Daily ◦ Person Responsible: Administration, Communities In Schools liaison, and teachers Connectedness Professional Learning • Professional Learning for Harney MS Staff and School Community: Professional learning will be provided to staff and the school community on implementation of PBIS Rewards program and Wraparound services available to the school community to refer students accordingly.

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

Problem Statements Identifying Student Success Needs

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

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

Problem Statement 2 (Prioritized): As evidenced by Spring MAP data, the problem is that ELs are performing below other identified student groups at Harney MS within CCSD.
Critical Root Cause: Family Engagment, Absenteeism, Continued improvement for instructional strategies needed

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring above the 70th percentile from ELA 16% (Spring 25-26) to 21% (Spring 26-27) as measured by iReady.

Increase the percentage of students scoring above the 70th percentile in Math from 10% (Spring 25-26) to 15% (Spring 26-27) as measured by iReady.

Formative Measures: iReady

Diagnostic Assessments

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Restructure Professional Learning Communities (PLC) and implement a variety of professional development that will help teachers understand and analyze data. Provide staff opportunities to collaborate with ELLD and HMH consultants to improve Tier I and Tier II instructional strategies in ELA and Math.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Strategists and administrators will provide PD to staff on Learning Intentions and Success Criteria.	Administration & Student Success Instructional Facilitators & Learning Strategists	2026-2027 School Year					
2	Weekly PLC Meetings within contract time to provide teachers with collaboration time to address achievement gaps. PLCs will focus on learning and implementing Amplify, Houghton Mifflin Harcourt (HMH), and Social Studies Tier I instructional materials. PLC on unwrapping standards and measuring progress towards standards mastery PLC to use MAP Data in instruction and Lesson Planning	Administration	2026-2027 School Year					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Collaborate with iReady Personalized Pathways \, ELLD, and HMH consultants to improve reading and writing strategies used in the classrooms across all curriculums.	Administration & Student Success Instructional Facilitators & Learning Strategist	2026-2027 School Year	
4	Conferences with students about data and its relevance.	Student Success Instructional Facilitators & Learning Strategist	2026-2027 School Year	
5	Staff meetings updates for student success goals	Administration	2026-2027 School Year	
6	School wide incentives for students	Administration, CIS, MTSS Committee Members	2026-2027 School Year	
7	Schedule after school PLC meetings (shifting from 7 period day with built in PLC to traditional 6 period day)	Administration	2026-2027 School Year	

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

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

ELLD Coordinator for supports

Current Standards

Coachly

Fundamental Courses

iReady Personalized Path data

Recognition for growth and proficiency

CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: iReady Personalized Path

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: AB 335 Student Success Goals for ELs:

Mathematics

Decrease LEP proficiency gap at 70% percentile in Math from 95% non proficient/ 5% proficient in 2026 to 5% increase in proficiency in 2027(90% non proficient /10% proficient).

ELA

Decrease LEP proficiency gap at 70% percentile in ELA from 96% non proficient/4% proficient in 2026 to 5% increase in proficiency in 2026 (91% non proficient / 9% proficient).

Formative Measures: MAP, iReady
Diagnostic Assessments

Aligns with District Goal

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

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Collaborate with RPDP consultants (Strategies for building collaboration) Collaborate with feeder school on vertical alignment	Administration	2025-2026 School Year	
5	Staff meetings updates for student success goals	Administration	2025-2026 School Year	
6	School wide incentives for students	Administration, CIS, MTSS Committee Members	2025-2026 School Year	
7	Adjust Bootcamp pull out schedule from Elective pull out to ELA pull out.	Learning Strategist/ Administration	2026-2027 School Year	

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

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

ELLD Coordinator for supports

Current Standards

Access to high-quality rigorous texts (Exact Path)

ThinkCERCA

Fundamental Courses

School-wide data (MAP Scores)

Recognition for growth and proficiency

CPD/RPDP Support for trainings

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: ThinkCERCA

Level 2: Moderate: PLCs

Level 3: Promising: Mathia

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

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

Adult Learning Culture Areas for Growth

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

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	In addition to the school wide goal and considered equity supports, Harney MS has adopted the following Adult Learning Culture Action Plan in alignment to <i>Data Reviewed</i> Classroom Observations: Daily and weekly classroom walkthroughs using the Tier I Monitoring Tool (Focal Point) with NEPF Indicators. District-Wide Survey: 54% of staff felt that there is good communication amongst teachers, staff, and administrators at this school. (2023 District Survey Data) Weekly Memos to obtain feedback on the type of professional learning needed by staff. Adult Learning Culture Root Causes: As evidenced by the district-wide and school-wide climate survey, one problem is that teachers needed	AB335 Funded by 1003a Adult Learning Culture Improvement Strategy: Harney MS will build teachers’ capacity by providing teachers with PLC embedded professional development to increase their scaffolding and differentiation knowledge to deliver effective grade-level instruction in Tier I. Instruction will be designed to provide ELLs’ access to the content with student dialogue opportunities that builds English language proficiency and results in content achievement. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 Adult Learning Culture Action • Action Step [1]:Provide opportunities for teachers to participate in professional learning

English Learners

more support to address the needs of ELLs, especially newcomer students. A root cause of low performance of ELLs in language proficiency and content achievement is due to:

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

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

Adult Learning Culture Goals:

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

to increase their confidence to deliver effective scaffolded and differentiated instruction to increase ELL student achievement.

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

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

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

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

Problem Statements Identifying Adult Learning Culture Needs

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

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence of teachers providing appropriate scaffolding during Tier 1 instruction from 73% (2026-2027 School Year) to 78% by the end of the school year (May 2027)

Formative Measures: Focal Point

FocusEd

MTSS Data Walk-throughs

NEPF Instructional Rubric

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams. Administration will schedule and organize professional development from ELLD, RPDP, and Tier I curriculum coaches as well as schedule follow up walk through dates with instructional leaders to observe engagement strategies.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Administration will share PLC observation data trends with leadership team, as well as full staff. Leadership team will discuss next steps for teams.	Administration and Instructional Leaders	25-26 SY				
2	Administration will create time before walk throughs to calibrate to ensure consistency.	Administration	26-27 SY				
Position Responsible: Administration and Instructional Leaders Resources Needed: Effective professional learning opportunities for differentiation and scaffolding. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

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

2026 District Survey Student Responses reflect that 56.89% of students feel that Bullying is a problem at school which is a 10% decrease from 2024.

2026 District Survey Student Responses reflect that 79.75% of students feel that if they are absent, there is a teacher or some other adult at school that will notice they are absent. at school which is a 4% decrease from 2024.

2026 District Survey Student Responses reflect that 73.37% of students like Harney Middle School which is a 7% increase from 2024 (66.03%).

Connectedness Areas for Growth

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

2026 District Survey Student Responses reflect that 58.93% of students struggle getting through something while feeling frustrated.

2025-2026 Winter Panorama Survey results reflect that 56% of students keep working to reach a goal when a problem comes up; 44% of students stop working.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	In addition to the school wide goal and considered equity supports, Harney MS has adopted the following Connectedness Action Plan <i>Data Reviewed</i> <i>Chronic Absenteeism:</i> ELLs Chronic Absenteeism rate 2026: 31.2 as compared to 33.8% overall population. Connectedness Root Causes: As evidenced by FocusEd data, the problem is that ELLs have a high chronic absenteeism rate. A root cause of low performance of ELLs in language proficiency and content achievement is due to a lack of awareness by students, family, and community of the impact of absenteeism over the course of a school career. Students need increased awareness and connectedness to school. Connectedness Goals: - Chronic Absenteeism/Behavior - Reduce the percent of ELLs chronically absent from 31.2% in 2026 to 28% by 2027, as measured by attendance data.	AB335 Funded by 1003a Connectedness Improvement Strategy: Wraparound Services and PBIS Rewards Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4 and 1 Connectedness Action Action Step [1]: Leverage the skills of our Wraparound Team to decrease ELLs chronic absenteeism. Monitoring Plan: Weekly review of data to guide family communication regarding student absences. Person Responsible: Attendance secretary, student success instructional facilitator, wraparound team, teachers, and administration Action Step [2]: Using PBIS Rewards digital program, reward students for daily attendance and participation. Monitoring Plan: Daily Person Responsible: Administration, Communities In Schools liaison, and teachers Connectedness Professional Learning Professional Learning for Harney MS Staff and School Community: Professional learning will be provided to staff and the school community on implementation of PBIS Rewards program and Wraparound services available to the school community to refer students accordingly.

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

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic Absenteeism Rate

Critical Root Cause: Continual efforts needed to support parent engagement to positively impact absenteeism rate.

Problem Statement 2 (Prioritized): Based on the Student District Survey Data, a high number of students reported problems managing frustration.

Critical Root Cause: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging)

Inquiry Area 3: Connectedness

SMART Goal 1: School Wraparound team and Instructional Leaders will improve Social Learning based on districtwide survey results, specifically "frustration" (Getting through something even when I feel frustrated) from 58.93 to 65% as reported by students.

Formative Measures: Counselors and School Mental Health Professionals' scheduled SEL/SEB lesson plans, Behavior Log in Infinite Campus, PBIS Program, Quarterly Student Perception Surveys, Panorama

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Structure quarterly meeting opportunities for "persons responsible" to collaborate and refine schoolwide expectations with established examples and routines to teach students.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Explicitly teach expectations through the established examples and routines reflected in the teaching matrix.	Counselors/School Mental Health Professionals	26-27 SY					
2	Review and reinforce expectations: within existing SEB, and/or academic instruction.	Administrators/Counselors/Student Success Instructional Facilitators	26-27 SY					
3	Implement Quarterly Student Perception Surveys	Teachers and SEL Team	26-27 SY					
Position Responsible: Administration, Counselors, School Mental Health Professionals, Student Success Instructional Facilitators, Community-In-Schools Resources Needed: PRIDE posters, PBIS incentives, Regulated Classroom Practices Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: PBIS Program Level 2: Moderate: SEL/SEB Resources Available Problem Statements/Critical Root Cause: Connectedness 2								

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease chronic absenteeism from 34% (Fed rules - 2026) to 29% (Spring 2027)

Formative Measures: Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Utilize CCSD protocol for chronic absenteeism					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Follow CCSD letter series protocol	Admin/ Staff	2025-2026				
2	Phone calls home	Admin/ Staff	2025-2026				
3	Home Visits	Admin/ Staff	2025-2026				
4	PBIS incentives	Admin/ Staff	2025-2026				
5	Utilize a new website that improves parent navigation, making it easier for families to quickly access important information, resources, and communication tools.	Admin/ Staff	2026-2027				
Position Responsible: Admin							
Resources Needed: Focus Ed, CCSD Protocol Items							
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2							
Evidence Level Level 2: Moderate: PBIS							
Problem Statements/Critical Root Cause: Connectedness 1							

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Success

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

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

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Based on the Student District Survey Data, a high number of students reported problems managing frustration.

Critical Root Cause 3: Teacher - Student Relationships Social-Emotional Understanding (Self-Regulation/Sense of Belonging)

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by Spring MAP data, the problem is that ELs are performing below other identified student groups at Harney MS within CCSD.

Critical Root Cause 4: Family Engagement, Absenteeism, Continued improvement for instructional strategies needed

Problem Statement 4 Areas: Student Success

Problem Statement 5: Chronic Absenteeism Rate

Critical Root Cause 5: Continual efforts needed to support parent engagement to positively impact absenteeism rate.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Class size averages by grade and subject
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey

- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

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

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

The School Organizational Team, which includes staff, parents, and community members meets twice in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered at Title I sponsored events throughout the school year.

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$7,363,819.29	Staffing, Supplies, School Operations	Student Success, Adult Learning Culture, and Connectedness
At-Risk Weighted Allocation	\$1,006,692.10	Staffing	Student Success, Adult Learning Culture, and Connectedness
EL Weighted Allocation	\$930,963.13	Staffing	Student Success, Adult Learning Culture, and Connectedness
General Carry Forward (SY25)	\$506,537.00	Staffing	Student Success, Adult Learning Culture, and Connectedness
General Carry Forward (SY26)	\$16,325.35	Staffing	Student Success, Adult Learning Culture, and Connectedness
EL Weighted Carry Forward	\$0	Staffing	Student Success, Adult Learning Culture, and Connectedness
Title I, Section 1003(a)	\$43,559.03	iReady Personalized Path (\$17,600), Coachly (\$23,716.96), Substitutles (\$857.57), Instructional Supplies (\$1384.53)	Student Success, Adult Learning,
Title IA	\$470,127.00	Staffing	Student Success, Adult Learning Culture, and Connectedness

SOT

Team Role	Name	Position
Licensed Professional	Tara Bunker	Librarian
Support Staff	Kathy Banegas	Support Staff
Parent	Jessica Cox	Parent
Licensed Professional	Tod Young	School Mental Health Professional
Student	Fiver Merbeck	Student
Parent	Ashlee Merbeck	Parent
Parent	Darrell Shakespear	Licensed Professional
CI Team Lead	Susan Thurman	Assistant Principal
Required	Phongsavanh Skvarek	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
May SOT	May 21, 2026	ACT 3 and ACT 1, Title I Review
August SOT	August 20, 2026	2026-2027 New Year
6th Grade Orientation	August 7, 2026	2026-2027 New Year
Open House	August 7, 2026	2026-2027 New Year