

Clark County School District

Hill, Charlotte ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 5 Star School

Title I



District Approval Date: August 13, 2026

Mission Statement

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

Vision

N/A

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Revised/Approved: June 11, 2026

Student Success

Student Success Areas of Strength

The overall 2025-26 Math growth percentile was 76, as measured by the NWEA MAP assessment and better-than-average growth was observed across all grade levels. Math growth percentiles by grade level were as follows:

- 5th - 88
- 4th - 91
- 3rd - 73
- 2nd - 54
- 1st - 66
- Kindergarten - 80

The overall 2025-26 Math achievement percentile was 60 as measured by the NWEA MAP assessment and better-than-average achievement was observed across most grade levels. Math achievement percentiles by grade level were as follows:

- 5th - 67
- 4th - 76
- 3rd - 57
- 2nd - 40
- 1st - 62
- Kindergarten- 57

The overall 2025-26 Reading growth percentile was 76, as measured by the NWEA MAP assessment and better-than-average growth was observed across all grade levels. Reading growth percentiles by grade level were as follows:

- 5th - 63
- 4th - 62
- 3rd - 54
- 2nd - 44
- 1st - 61
- Kindergarten - 62

The overall 2025-26 Reading achievement percentile was 52 as measured by the NWEA MAP assessment and better-than-average achievement was observed across most grade levels. Reading achievement percentiles by grade level were as follows:

- 5th - 66
- 4th - 57
- 3rd - 53
- 2nd - 46
- 1st - 58
- Kindergarten - 46

Analysis of year-over-year NWEA MAP math growth percentiles demonstrated an overall increase of 3 percentile points and increases were observed in most grade levels when comparing 2025-26 growth percentiles vs. 2024-25 growth percentiles:

- 5th: -9
- 4th: +3
- 3rd: +36
- 2nd: -20
- 1st: +6
- Kindergarten: -5

49% of students met or exceeded the 61st percentile on the spring 2026 MAP Math assessment as compared to 47% in spring 2025 (+2%). This is a predictor of SBAC proficiency.

Student Success Areas for Growth

42.8% of students were projected to be proficient on the SBAC in reading and 48.5% of students were projected to be proficient in Math, as measured by the spring 2026 NWEA MAP assessment.

Analysis of year-over-year NWEA MAP reading growth percentiles demonstrated an overall decrease of 12 percentile points and decreases were observed across most grade levels when comparing 2025-26 growth percentiles vs. 2024-25 growth percentiles:

- 5th: -6
- 4th: -1
- 3rd: 0
- 2nd: -15
- 1st: -6
- Kindergarten: -27

40% of students met the NWEA MAP 61st percentile threshold for proficiency in reading in spring of 2026 as compared to 43% in spring of 2025 (-3%). This is a predictor of SBAC proficiency.

An achievement gap was observed between LEP and non-LEP students in both reading and math as measured by the spring 2026 NWEA MAP assessment:

- 31% of LEP students were proficient in math as compared to 52% of non-LEP students.

- 25% of LEP students were proficient in reading as compared to 43% of non-LEP students.

An achievement gap was observed between IEP and non-IEP students in both reading and math as measured by the spring 2026 NWEA MAP assessment:

- 27% of IEP students were proficient in math as compared to 54% of non-IEP students.
- 17% of IEP students were proficient in reading as compared to 46% of non-IEP students.

An achievement gap was observed between black/african american students and other demographic groups in reading and math as measured by the spring 2026 NEWA MAP assessment. A slight achievement gap was also observed between Hispanic/Latino students and other demographic groups.

	Math (61st Percentile or Higher)	Reading (61st Percentile or Higher)
Asian	59%	41%
Black/African American	23%	28%
Hispanic/Latino	45%	38%
Native Hawaiian/Pacific Islander	63%	42%
Two or More Races	60%	57%
White	69%	44

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to 2025-2026 SBAC data, a proficiency gap of 35.6 percentage points in ELA and 28.9 percentage points in math exists between LEP and non-LEP students. LEP students demonstrated lower proficiency than non-LEP students on the Spring 2026 MAP assessment. Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.	RBG3 strategist will provide additional instruction to targeted ELs.

Student Group	Challenge	Solution
Foster/Homeless	Foster and homeless students may face a number of challenges that can impact achievement, including: impacts of trauma, housing instability, food insecurity, inadequate medical services, and limited access to extended learning.	All Hill, students receive meals at no cost. Students are provided with Chromebooks. Students in need are provided with resources such as weekend food bags, clothing, and school supplies. Basic dental services are provided to all students through a contract with Future Smiles. Students in need of mental health services have access to Hazel Health. A school social worker and Behavior Interventionist connect students and families to a variety of resources.
Free and Reduced Lunch	FRL students may face a number of challenges that can impact achievement, including: housing instability, food insecurity, inadequate medical services, and limited access to extended learning.	All Hill students receive meals at no cost. Students are provided with Chromebooks. Students in need are provided with resources such as weekend food bags, clothing, and school supplies. Basic dental services are provided to all students through a contract with Future Smiles. Students in need of mental health services have access to Hazel Health. A school social worker and Behavior Interventionist connect students and families to a variety of resources.
Migrant/Title1-C Eligible	Limited language proficiency and lack of stability are barriers to achievement.	RBG3 Strategist and/or Behavior Interventionist will provide resources and supports to students as needed.
Racial/Ethnic Minorities	Racial/ethnic minorities can be impacted by implicit biases, lack of cultural awareness, and lack of culturally relevant materials.	Charlotte Hill is a diverse campus. All students at Charlotte Hill benefit from an inclusive environment and are encouraged to celebrate differences. Daily announcements/lessons and lessons from our Behavior Interventionist reinforce this. Staff members have been trained in cultural awareness. Curricular materials have been selected to be culturally relevant and to represent the variety of cultures that are present on campus.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs face academic challenges as a result of disabilities which significantly impact learning.	Students with IEPs will receive support from general education and special education staff. Classroom teachers will work with case managers and instructional assistants to implement IEP-designated supports. IEP accommodations, modifications, and supports will be implemented.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Analysis of NWEA MAP year-over-year assessment data indicates a slight decline in the percentage of students meeting the 61st percentile threshold: 40% of students met the NWEA MAP 61st percentile threshold for proficiency in reading in spring of 2026 as compared to 43% in spring of 2025 (-3%). Based on the spring 2026 MAP math assessment, 42.8% of students were projected to be proficient on the SBAC in reading, falling short of our 57% goal.

Critical Root Cause: Transience and chronic absences are major challenges that impact student learning and achievement. Additionally, areas of opportunity exist to improve high-quality, differentiated, tier-one instruction.

Problem Statement 2 (Prioritized): EL students demonstrated lower proficiency in Reading and Math than non-EL students.

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

Problem Statement 3: Analysis of spring 2025 MAP subgroup data demonstrated that Black/African American students demonstrated lower proficiency rates than students in other demographic groups.

Critical Root Cause: Inconsistent implementation of data-driven differentiated instruction and targeted intervention limited equitable access to rigorous grade-level learning, contributing to lower proficiency rates among Black/African American students.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by SBAC ELA from 55% in 2025-2026 to 58% in 2026-2027. Increase the percentage of proficiency as measured by the SBAC math from 56% in 2025-2026 to 58% by 2026-2027.

Formative Measures: iReady Inform Fall Assessment
iReady Inform Winter Assessment
iReady progress reports.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews												
Improvement Strategy 1: Provide all Reading teachers with professional learning to support the implementation of HMH materials with emphasis on high-quality tier 1 instruction, small group differentiation, and writer's workshop. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide teachers with professional learning to support the implementation of HMH materials with emphasis on high-quality tier 1 instruction, small group differentiation, and writer's workshop.</td><td>RBG3</td><td>Aug. 2026-May2027</td><td></td></tr></table> Position Responsible: RBG3 Resources Needed: HMH program materials. Pacing Guides Clarity Guides Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: HMH and Writing Revolution Problem Statements/Critical Root Cause: Student Success 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide teachers with professional learning to support the implementation of HMH materials with emphasis on high-quality tier 1 instruction, small group differentiation, and writer's workshop.	RBG3	Aug. 2026-May2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Provide teachers with professional learning to support the implementation of HMH materials with emphasis on high-quality tier 1 instruction, small group differentiation, and writer's workshop.	RBG3	Aug. 2026-May2027									
Oct	Feb	June															
					No review	No review											

Improvement Strategy 2 Details					Reviews												
Improvement Strategy 2: Empower teachers by implementing Reading and Writing focused vertical teams to engage in ongoing professional learning, data analysis, and rich collaboration. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLC structures to support data-informed planning, develop educator capacity, and promote collective efficacy.</td><td>Curriculum AP, Administration, Faculty</td><td>May 2026-August 2027</td><td></td></tr></table> Position Responsible: Curriculum AP Resources Needed: None Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: PLC+ Problem Statements/Critical Root Cause: Student Success 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLC structures to support data-informed planning, develop educator capacity, and promote collective efficacy.	Curriculum AP, Administration, Faculty	May 2026-August 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Utilize PLC structures to support data-informed planning, develop educator capacity, and promote collective efficacy.	Curriculum AP, Administration, Faculty	May 2026-August 2027									
Oct	Feb	June															
					No review	No review											

Improvement Strategy 3 Details					Reviews												
Improvement Strategy 3: Empower teachers by implementing mathematics focused vertical teams to engage in ongoing professional learning, data analysis, and rich collaboration. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Utilize PLC structures data-informed planning, deveop educator capacity, and promote cllective efficacy.</td><td>Curriculum AP, administration, Faculty</td><td>May 2026- August 2027</td><td></td></tr></table> Position Responsible: Curriculum AP Resources Needed: None Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: PLC+ Problem Statements/Critical Root Cause: Student Success 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Utilize PLC structures data-informed planning, deveop educator capacity, and promote cllective efficacy.	Curriculum AP, administration, Faculty	May 2026- August 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Utilize PLC structures data-informed planning, deveop educator capacity, and promote cllective efficacy.	Curriculum AP, administration, Faculty	May 2026- August 2027									
Oct	Feb	June															
					No review	No review											

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners demonstrating proficiency in ELA from 25% in 2025-2026 to 28% in 2026-2027, as measured by the state summative assessments. Increase the percentage of English Learners demonstrating proficiency in Mathematics from 31% in 2025-2026 to 34% in 2026-2027 as measured by state summative assessments. Increase the percentage of LEP students proficient in WIDA from 13.5% in 2025-2026 to 20% in 2026-2027.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: EL students will receive targeted support from classroom teachers and the RBG3 Strategist.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Teachers will implement high-quality tier 1 curricular materials, utilizing the embedded supports for English Learners.	Jennifer Montanez, Ashley Zinovitch, classroom teachers	Ongoing 2026-27 School Year				
2	RBG3 strategist will review available data and determine additional supports (classroom or pull-out) necessary.	Jennifer Montanez, Ashley Zinovitch, classroom teachers.	Ongoing 2026-27 School Year				
Position Responsible: RBG3							
Resources Needed: Fastbridge, Tier 1 Instructional Materials (ELL supports embedded in curriculum), K-12 Summit							
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6							
Evidence Level							
Level 1: Strong: HMH, Fastbridge, K-12 Summit, Core 95							
Problem Statements/Critical Root Cause: Student Success 2							

Improvement Strategy 2 Details					Reviews																	
Improvement Strategy 2: English Learners will utilize K-12 Summit for language development. Families of ELs will be given access as well. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>EL students will be individually guided through the initial set-up. Classroom teachers and/or RBG3 Strategist will monitor and support program usage and progress.</td><td>RBG3 Strategist, Classroom teachers</td><td>Ongoing 2026-27 School Year</td><td></td></tr><tr><td>2</td><td>Parents will be given resources for supporting the use of K-12 Summit at home and using the program as a family.</td><td>RBG3 Strategist, Classroom teachers</td><td>Ongoing 2026-27 School Year</td><td></td></tr></table> Position Responsible: RBG3 Strategist Resources Needed: K-12 Summit, Chromebooks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: K-12 Summit, HMH, Core 95 Problem Statements/Critical Root Cause: Student Success 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	EL students will be individually guided through the initial set-up. Classroom teachers and/or RBG3 Strategist will monitor and support program usage and progress.	RBG3 Strategist, Classroom teachers	Ongoing 2026-27 School Year		2	Parents will be given resources for supporting the use of K-12 Summit at home and using the program as a family.	RBG3 Strategist, Classroom teachers	Ongoing 2026-27 School Year		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete													
					1	EL students will be individually guided through the initial set-up. Classroom teachers and/or RBG3 Strategist will monitor and support program usage and progress.	RBG3 Strategist, Classroom teachers	Ongoing 2026-27 School Year														
2	Parents will be given resources for supporting the use of K-12 Summit at home and using the program as a family.	RBG3 Strategist, Classroom teachers	Ongoing 2026-27 School Year																			
Oct	Feb	June																				
No review		No review																				

Improvement Strategy 3 Details					Reviews																						
Improvement Strategy 3: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).</td><td>School leadership team, learning strategist, teachers.</td><td>Completed by December 2026.</td><td></td></tr><tr><td>2</td><td>Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.</td><td>School leadership team, learning strategist, teachers, and EL School Support Coordinator.</td><td>Twice during the 2026-2027 school year: September and January.</td><td></td></tr><tr><td>3</td><td>Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.</td><td>School leadership team, learning strategist, teachers, and EL School Support Coordinator.</td><td>Ongoing during the 2026-2027 school year.</td><td></td></tr></table> Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Academic Language Look (ALL) For Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 3: Promising: HMH Level 4: Demonstrate Rationale: Summit K12, Reading Skills Center Problem Statements/Critical Root Cause: Student Success 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	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 2026.		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, and EL School Support Coordinator.	Twice during the 2026-2027 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, and EL School Support Coordinator.	Ongoing during the 2026-2027 school year.		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																		
					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 2026.																			
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3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2026-2027 school year.																								
Oct	Feb	June																									
No review	No review																										

Improvement Strategy 4 Details					Reviews												
Improvement Strategy 4: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)). <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.</td><td>School leadership team, learning strategist, and teachers</td><td>Ongoing during the 2026-2027 school year.</td><td></td></tr></table>					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.									
					Oct	Feb	June										

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
4	Implement Reading Skills Centers as a Tier II support for designated EL students.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
5	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
6	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.

ELD instructional materials, STEL Curriculum

ACLE instructional materials, English 3D

Reading Skills Center materials and curriculum

Summit K12

FLS, ELD, and ACLE Look For Tools

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6

Evidence Level

Level 4: Demonstrate Rationale: Summit K12, Reading Skill Center

Problem Statements/Critical Root Cause: Student Success 2

No review	No review	
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Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers participated in LETRS PL opportunities throughout the year. Most licensed employees completed LETRS certification in spring 2026.

Faculty received professional learning related to the implementation of HMH materials to support small-group instruction and meaningful feedback assessment to drive learning.

Grade-level teams and individual teacher received differentiated coaching, professional learning, and resource support from strategists.

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

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

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

Grade-level teams met with teachers, strategists, and administrators to review school, grade-level, and individual student data following each MAP administration.

Monthly instructional walks were implemented to inform tier one instructional needs.

Adult Learning Culture Areas for Growth

Teacher have not received professional learning to support the implementation of a writers' workshop, the writing process, or instructional best practices related to writing. This continues to be an area of opportunity.

While PL has been provided to support high-quality, differentiated tier 1 instruction using HMH materials, ongoing support is needed.

While instructional walks were implemented during the 2025-26 school year, faculty participation was limited due to staffing challenges. The walks are most beneficial when all licensed faculty participate.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners require additional language supports to be successful.	ELL funding will be used to purchase staff in order to reduce class sizes. This will enable teachers to individualize supports to meet the needs of students. Vertical teams will collaborate to increase teacher capacity to support English Learners during tier one instruction. Grade level teams will also collaborate to review individual student progress data and develop individualized support plans utilizing available resources.
Foster/Homeless	Foster/Homeless students often require additional resources and emotional supports to be successful. Adults must understand the challenges foster/homeless students face and be prepared to support them.	Weighted funding will be utilized to staff a full-time social worker. The behavior interventionist and social worker will collaborate with vertical teams to implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students attendance, academic, and social/emotional progress.
Free and Reduced Lunch	FRL students often require additional resources and emotional supports to be successful. Adults must understand the challenges associated with poverty and be prepared to support them.	Title I funding will be used to purchase staff in order to reduce class sizes. This enables teachers to individualize supports to meet the needs of students. Teachers will collaborate to develop support plans.
Migrant/Title1-C Eligible	Migrant students may face challenges related to limited English proficiency, transiency, and cultural differences. Adults must be aware of the challenges these students face and prepared to support them.	RBG3 will provide direct support to students.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/ethnic minorities often under perform other subgroups. Adults must be culturally aware and provide high-quality instruction to close achievement gaps.	We will utilize an RBG3 Strategist to provide tiered interventions and acceleration for students. The RBG3 will collaborate with teams during vertical alignment meetings and monthly RTI meetings.
Students with IEPs	Students with IEPs face barriers to achievement due to disabilities that significantly impact learning. Adults must be prepared to address the needs of students with disabilities.	Special education teachers and special education instructional facilitators will participate in Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While instructional walks were implemented during the 2025-26 school year, faculty participation was limited.

Critical Root Cause: Lack of coverage due to staffing challenges made coverage difficult.

Problem Statement 2: Teachers have not received professional learning to support the implementation of a writers' workshop, the writing process, or instructional best practices related to writing. This continues to be an area of opportunity.

Critical Root Cause: For the past two years, teachers have been participating in LETRS certification training, which has consumed most available professional learning time.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of teachers using necessary differentiation during instruction from 58% in 2025-2026 to 68% in 2026-2027 as measured by Tier 1 monitoring tool data.

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

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Conduct monthly instructional walks using available tools to support site instructional goals. Action # Actions for Implementation Person(s) Responsible Timeline Complete 1 Schedule monthly instructional walks during different times of the day, utilizing purposeful planning to enable all teachers to join at least one walk. Curriculum AP Aug, 2026-May 2027 Position Responsible: Curriculum AP Resources Needed: Focal Point Look-For Tools Pacing Guides Program Materials Substitute coverage for participants. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 1: Strong: Corwin (Visbile Learning/PLC+) Problem Statements/Critical Root Cause: Adult Learning Culture 1					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	

Connectedness

Connectedness Areas of Strength

The percentage of students who were chronically absent in 2025-26 (17.1) was reduced by .5% from the percentage chronically absent in 2024-25 (17.6).

Panorama surveys were administered to students in grades 3-5 to inform social-emotional supports. Hill student perceptions of social-emotional skills were in the 80th-99th percentile nationally for all categories except social awareness (60th-79th percentile).

Districtwide survey results indicate positive perceptions of the school by parents, students, and employees.

Connectedness Areas for Growth

17.1% of students were chronically absent during the 2025-26 school year. Students in grades 3 and 5 had the highest rate of chronic absences.

- 3rd grade: 24%
- 5th grade: 25%

The number of parents responding to the Districtwide survey was low (11).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited language proficiency is a challenge for parents and students. Both language deficits and cultural differences can make peer connections and school communications difficult.	When possible, translated content will be provided during communications with families who are not fluent in English. The RBG3 will provide supports for ELL students.
Foster/Homeless	Lack of stability, trauma, and lack of resources are all challenges to connectedness.	BI/SSP will provide resources and support families as needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	Limited resources and lack of stability are connectedness challenges for FRL families.	All Hill students receive FRL. Students are provided daily breakfast and lunch and supper is available after school. Students are provided with school supplies, Chromebooks, and hotspots when needed. Students in need are provided weekend food bags. BI and SSP assist students to access medical services and provide a variety of other items to students in need. Counseling is available through Hazel health to students in need.
Migrant/Title1-C Eligible	Limited language proficiency is a challenge for students and parents. Both language deficits and cultural differences can make peer connections and school communications difficult. Additionally, lack of stability and/or resources creates challenges.	RBG3 strategist and/or Behavior Interventionist will provide resources and support to families as needed.
Racial/Ethnic Minorities	Implicit bias and/or cultural differences can create connectedness challenges.	Charlotte Hill is a diverse campus. All students at Charlotte Hill benefit from an inclusive environment and are encouraged to celebrate differences. Daily announcements/lessons and classroom lessons from the Behavior Interventionist reinforce this.
Students with IEPs	Students with disabilities may face social, behavioral, and/or cognitive deficits that present challenges.	IEP students will receive support from case managers. Classroom teachers will work with case managers to implement IEP-designated supports.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 17.1% of students were chronically absent during the 2025-26 school year.

Critical Root Cause: A variety of factors contribute to chronic absence rates, including but not limited to housing instability, misconceptions about the compounding effect of absences, medical factors, and transportation challenges.

Problem Statement 2: The number of parents responding to the Districtwide survey was low (11).

Critical Root Cause: Multiple district family surveys were sent to parents around the same time. This may have created confusion or resulted in survey fatigue.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of students who are chronically absent from 17.1% in 2025-26 to 15% in 2026-27.

Formative Measures: Chronic absence rate monitoring utilizing Focus Ed.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Utilize proactive strategies by including parents/guardian in meetings about attendance. Intervene early and often when students have excessive absences.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Run attendance reports to identify students who are chronically absent or trending toward chronically absent and meet with the MLT to plan interventions and supports. Hold attendance support meetings, provide resources, and refer to community agencies.	Behavior Interventionist, Social Worker, Administration	Sept. 2026-May 2027				
2	Submit attendance enforcement, TPOP, and/or Ed. Neglect referrals per school and district policies.	Behavior Interventionist, Social Worker, Administration, Office staff	Sept. 2026-May 2027				
3	Plan family engagement events that encourage attendance.	Behavior Interventionist, Social Worker, Administration	Sept. 2026-May 2027				
Position Responsible: Discipline AP Resources Needed: Attendance Reports Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Problem Statements/Critical Root Cause: Connectedness 1							

Improvement Strategy 2 Details					Reviews												
Improvement Strategy 2: Implement incentives and recognition opportunities throughout the year to promote positive attendance. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Recognize and reward students with perfect attendance at the end of each month and at the end of the year.</td><td>Discipline AP</td><td>Sept. 2026-May 2027</td><td></td></tr></table> Position Responsible: Discipline AP Resources Needed: Student Incentive Items Attendance Reports Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: WestEd Problem Statements/Critical Root Cause: Connectedness 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Recognize and reward students with perfect attendance at the end of each month and at the end of the year.	Discipline AP	Sept. 2026-May 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Recognize and reward students with perfect attendance at the end of each month and at the end of the year.	Discipline AP	Sept. 2026-May 2027									
Oct	Feb	June															
					No review	No review											

Priority Problem Statements

Problem Statement 1: Analysis of NWEA MAP year-over-year assessment data indicates a slight decline in the percentage of students meeting the 61st percentile threshold: 40% of students met the NWEA MAP 61st percentile threshold for proficiency in reading in spring of 2026 as compared to 43% in spring of 2025 (-3%). Based on the spring 2026 MAP math assessment, 42.8% of students were projected to be proficient on the SBAC in reading, falling short of our 57% goal.

Critical Root Cause 1:

Transience and chronic absences are major challenges that impact student learning and achievement. Additionally, areas of opportunity exist to improve high-quality, differentiated, tier-one instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: EL students demonstrated lower proficiency in Reading and Math than non-EL students.

Critical Root Cause 2: Limited language proficiency is a barrier to achievement. ELs face academic challenges as they continue to develop proficiency in English.

Problem Statement 2 Areas: Student Success

Problem Statement 3: While instructional walks were implemented during the 2025-26 school year, faculty participation was limited.

Critical Root Cause 3: Lack of coverage due to staffing challenges made coverage difficult.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: 17.1% of students were chronically absent during the 2025-26 school year.

Critical Root Cause 4: A variety of factors contribute to chronic absence rates, including but not limited to housing instability, misconceptions about the compounding effect of absences, medical factors, and transportation challenges.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Grades
- 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)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Enrollment
- Enrollment trends
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The Instructional Leadership and School Improvement team meets quarterly and/or following any new data release to engage in data analysis and make data-based decisions. Administrators, strategists, and grade-level teams meet to review MAP and RTI data following each MAP administration.

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

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. 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 funding is used to purchase additional teachers in order to reduce class sizes. This enables teachers to deliver small-group, differentiated instruction which supports student achievement.

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

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

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,440,433	Personnel, supplies	1, 2, 3
At-Risk Weighted Allocation	\$188525	Personnel	1, 2, 3
EL Weighted Allocation	\$ 215972	Personnel	1, 2, 3
General Carry Forward	\$352431	Personnel	1, 2, 3
At-Risk Weighted Carry Forward	\$0	N/A	1, 2, 3
EL Weighted Carry Forward	\$0	N/A	1, 2, 3
Title IA	\$150304	Personnel, supplies, and parent involvement	1, 2, 3

Community Outreach Activities

Activity	Date	Lesson Learned
Act I Meeting	May 15, 2026	The CI team met to review the end-of-year data, evaluate goals and action steps, and identify required modifications to the existing 2025-26 plan.
SOT Meeting	May 19, 2026	SOT members reviewed data and provided input regarding proposed goals and action steps.