Clark County School District

Williams, Tom ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

Title I, ATSI



District Approval Date: August 6, 2026

Mission Statement

Developing leaders and learners for a successful future.

Vision

Developing leaders and learners for a successful future.

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/tom_williams_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

According to the ELA MAP Growth Achievement Percentile Distributions report in Focus ED:

Decreased the number of students in the 0-40th percentile from 64.96% in the Spring of 2024-2025 to 55.56% in the Spring of 2025-2026.

Increased the number of students in the 41st-69th percentile from 22.32% in the Spring of 2024-2025 to 27.05% in the Spring of 2025-2026.

Increased the number of students in the 70th-100th percentile from 12.72% in the Spring of 2024-2025 to 17.39% in the Spring of 2025-2026.

Student Success Areas for Growth

Increase student growth in all areas according to iReady and SBAC assessments.

Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and Reading

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		AB 335 Teachers will collaborate with learning strategists to ensure classroom-level support for EL learners, helping students in grades PreK–5 experience growth toward ELA proficiency as measured by a variety of assessments. The team will utilize WIDA data and indicators to plan for professional learning. Utilization of the strategies presented in the ULD training to support Tier 2 instruction

AB 335: Decrease the student proficiency gap in Math between IEP subgroups from 14% percentage points in Spring 2026 to 9% percentage points by Spring 2027, as measured by the Focus Ed MAP assessment. Decrease the student proficiency gap in Reading

during grade-level intervention blocks.

Student Success Improvement Strategy: HMH, Into Reading and 95 Phonics Core Program Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH, 4 and 95 Phonics Core, 1

Student Success Action:

Action Step [1]: Teachers will attend targeted professional learning and utilize PLC time to transition from general engagement ideas to implementing highly specific, concrete instructional frameworks that shift cognitive heavy lifting to EL learners. In math, teachers will pre-plan the instruction and map out exact pivot points where manipulatives and structured discourse protocols will be used to move past surface-level turn-and-talks. In ELA, teachers will partner with HMH Coachly to plan for a structured gradual release model, including small group instruction, focusing PLC time on designing explicit frameworks for independent student work and building a shared bank of rigorous text-dependent questions. **Person Responsible:**: Tom Williams ES Administrators, ELLD Coordinator, Teachers, and Learning Strategists.

Monitoring Plan: Professional learning and collaborative PLC planning sessions will be provided throughout the academic year, based on observation data and the weekly implementation of math and ELA frameworks. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning

English Learners	between IEP subgroups from 22% percentage points in Spring 2026 to 17% percentage points in Spring 2027, as measured by the Focus Ed MAP assessment. Data Reviewed Based on the State Assessment Overview in FocusEd 24-25 ELL ELA Proficiency: 10.8% ELL Math Proficiency: 6.9% ELL WIDA Met AGP: 29% Student Success Root Causes: As evidenced by SBAC and WIDA assessments, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials. Student Success Goals: Mathematics Summative Assessment Increase the percentage of ELLs proficient in Math from 6.9% to 11.9% by 2026, as measured by SBAC Math. English Language Arts Summative Assessment Increase the percentage of ELLs proficient in ELA from 10.8% to 15.8% by 2026, as measured by SBAC ELA. Language Summative Assessment Tom Williams ES will increase the percentage of ELLs	Strategists. **Action Step [2]:** The Leadership Team will conduct classroom observations and instructional rounds to monitor how and when teachers are implementing these specific Math and ELA frameworks to support language development and independent student reasoning using Core content curriculum. For example, observers will look for students utilizing manipulatives at designated math pivot points and participating in structured gradual release ELA structures where students take on the independent reading and writing heavy lifting on a daily basis. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists. **Monitoring Plan:** Tom Williams ES administration, leadership team, and/or ELLD Coordinator will conduct a minimum of monthly observations and/or instructional rounds focused explicitly on these updated structural look-fors. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists. **Action Step [3]:** Administration, learning strategists, and consultants will provide coaching and feedback on instructional practices following observations and instructional rounds to ensure classroom implementation aligns with the instructional frameworks. This includes leveraging CID, Curriculum Consultants, and ELL Department to provide targeted support to refine discourse protocols and engagement strategies

meeting AGP, as measured by ACCESS, from 29% to 34% by May 2026.

appropriately throughout instruction. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists.

Monitoring Plan: Tom Williams ES administration and leadership team will provide actionable feedback on observations and/or instructional rounds at a minimum monthly. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists.

Action Step [4]: iReady Assessment Data will be used to monitor the impact of the implemented strategies on student learning and achievement **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists.

Monitoring Plan: iReady data analysis will occur three times per year at the conclusion of each testing window (fall, winter, and spring) to track multi-year progress toward full mastery. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, teachers, and Learning Strategists.

Student Success Professional Learning

Professional Learning: Teachers will need additional professional learning and ongoing coaching, supported by CID, Consultants, ELLD, and leadership team, on the implementation of HMH, 95% Phonics, and enVisions Math to design explicit independent work structures, eliminate surface-level discourse, and provide high-quality, rigorous instruction that meets the needs of all EL

		learners.
Foster/Homeless	A root cause of low performance of Foster/Homeless students in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Counselor, SSW, and SEL strategist will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Hazel Health, The Harbor, transportation, clothing, supplies, food, etc).
Free and Reduced Lunch	A root cause of low performance of Free and Reduced Lunch students in language proficiency and content achievement is due to student lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Counselor, SSW, and SEL strategist will collaborate with teachers, students, and families to provide wrap-around services as needed.
Racial/Ethnic Minorities	A root cause of low performance of Racial/Ethnic minority students in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Staff will collaborate to review data for racial/ethnic student groups.

Student Group	Challenge	Solution
Students with IEPs	Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and for Reading 25% at the 61st percentile, based on Focus Ed Map Spring 2026 data. A root cause of low performance for students with IEPs in accessing grade-level content is due to inconsistent opportunities for meaningful participation in grade-level discourse and Tier I instruction. Students need regular access to inclusive learning environments where specially designed instruction and collaborative support from general education and special education staff allow them to engage in academic conversations and tasks aligned to grade-level standards.	ATSI 1003(a) Grant Funded Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. Teachers will utilize CCSD's Math and ELA instructional frameworks for self-contained students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 22.6% of all students are proficient in Math on the 25-26 SBAC assessment as documented in FocusEd. 26.7% of all students are proficient in ELA on the 25-26 SBAC assessment as documented in FocusEd.
Critical Root Cause: A root cause of the gaps in student achievement is the lack of consistent, school wide implementation of the Nevada Academic Content Standards (NVACS). There is a critical need for intentional planning focused on student engagement opportunities, purposeful differentiated instruction, and structured small group instruction. Currently, a reliance on over scaffolding lessons results in teachers doing the academic heavy lifting themselves, which prevents students from engaging in the necessary cognitive work required for full mastery.

Problem Statement 2 (Prioritized): AB335 As evidenced by Focus Ed/i-Ready, the problem is that ELs are performing below other identified student groups at Tom Williams ES (CCSD)
Critical Root Cause: The low performance of ELs in language proficiency and content achievement requires high student engagement and students taking on a cognitive lift.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of student scoring at or above the 61st percentile in Math from 27% Spring of 2026 to 32% Spring of 2027 as measured by interim assessments.

Therefore, increasing all students' SBAC proficiency in Math from 22.6% in 2026 to 27.6% in 2027.

Formative Measures: iReady Inform Assessment

Aligns with District Goal

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

Improvement Strategy 1: All students will be engaged in rigorous, standards based Tier 1 instruction aligned to NVAC standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating opportunities for students to engage in the "heavy lift", engagement strategies and opportunities for academic discourse.	Teachers	Daily	
2	Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.	Teachers	Weekly	
3	The master schedule will support dedicated weekly PLC time focused on planning discourse strategies, engagement strategies, and monitoring student learning.	Administrators	Daily	
4	Professional learning and targeted support based on weekly observations and instructional rounds will be provided to staff.	Administrators, teachers, strategists, district personnel	Monthly	
5	Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.	Administrators, teachers, strategists, district personnel	4 times per year following district calendar	
6	Multiple data sources (FocusEd, iReady, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly.	Administrators, teachers, strategists	As needed based on data source	

Position Responsible: Administrators

Resources Needed: Master Schedule allowing common planning time.
Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.
Guest teachers for instructional walks and peer teacher observations/model lessons.
Multiple sources of data (focusEd, MAP, Common Grade Level formative and summative assessments, etc...).
District ULD professional learning to support the high ELL population at Tom Williams.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: Tier I Instructional Materials

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of student scoring at or above the 61st percentile in ELA from 26% Spring of 2026 to 31% Spring of 2027 as measured by interim assessments.

Therefore increasing all students' SBAC proficiency in ELA from 26.7% in the Spring of 2026 to 31.7% in the Spring of 2027.

Formative Measures: iReady Inform Assessment

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All students will be engaged in rigorous, standards based Tier 1 instruction aligned to NVAC standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating opportunities for students to engage in the "heavy lift", engagement strategies and opportunities for academic discourse.	Teachers	Daily	
2	Professional learning and targeted support based on weekly observations and instructional rounds will be provided to staff.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	Monthly	
3	Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.	Teachers and Reading Center Staff	Weekly	
4	The master schedule will support dedicated weekly PLC time focused on planning discourse strategies, engagement strategies, and monitoring student learning.	Administrators	Daily	
5	Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	4 times per year following district calendar	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Multiple data sources (FocusEd, iReady, WIDA, STAR, K12 Summit, PSI, FastBridge, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly at least six times per year.	Administrators, teachers, strategists	6 times per year as noted in the Tom Williams master calendar	
7	Teachers will implement a Tier 2 instructional model with targeted small group instruction and differentiated engagement strategies five days per week.	Teachers and Reading Center Staff	Daily	

Position Responsible: Principal and Assistant Principals

Resources Needed: Master Schedule allowing common planning time.
Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.
Guest teachers for instructional walks and peer teacher observations/model lessons.
Multiple sources of data (focusEd, MAP, WIDA, STAR, K12 Summit, FastBridge, PSI, Common Grade Level formative and summative assessments, etc...).
District ULD professional learning to support the high ELL population at Tom Williams.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: Tier I Instructional Materials

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 3: AB 335:

Decrease the student proficiency gap in Math between IEP subgroups from 14% percentage points in Spring 2026 to 9% percentage points by Spring 2027, as measured by the Focus Ed MAP assessment.

Decrease the student proficiency gap in Reading between IEP subgroups from 22% percentage points in Spring 2026 to 17% percentage points in Spring 2027, as measured by the Focus Ed MAP assessment.

Formative Measures: Summit K12
i-Ready projected proficiency 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.

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.	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.	

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, 4.1, 4.2

Evidence Level
Level 1: Strong: 95 Phonics, Counseling
Level 2: Moderate: Coaching
Level 4: Demonstrate Rationale: Reading Skills Center, Summit K12

Problem Statements/Critical Root Cause: Student Success 2

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	No review	No review	

Improvement Strategy 2: 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	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.	
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 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.	
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS and ELD.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year.	
5	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
Reading Skills Center materials and curriculum
Summit K12
FLS and ELD Look For Tools

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2
Evidence Level
Level 3: Promising: Envisions
Level 4: Demonstrate Rationale: Summit K12

Problem Statements/Critical Root Cause: Student Success 2

Adult Learning Culture

Adult Learning Culture Areas of Strength

The adult learning culture at Tom Williams ES is anchored by a positive staff climate and a strong collective willingness among educators to collaborate and support student success. Key strengths in our system inputs include the consistent, school-wide utilization of established PBIS matrices and the daily implementation of adopted Tier 1 instructional materials across all classrooms. Additionally, our dedicated Reading Center serves as a vital resource for Tier 2 instruction, successfully servicing all students across the 0 to 100th percentile spectrum to provide comprehensive, targeted reading support and maximize student achievement.

Adult Learning Culture Areas for Growth

Classroom management structures that support a productive learning environment; Instructional tasks not consistently aligned to grade-level standards or reflective of rigorous Tier I instruction; Limited intentional planning for student engagement strategies that promote discourse, collaboration, and active participation.

Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and for Reading 25% at the 61st percentile, based on Focus Ed Map Spring 2026 data.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data Reviewed Observation data Teacher evaluations PLC meetings Adult Learning Culture Root Causes: As evidenced by classroom and PLC observation data, the root cause of low language proficiency and academic achievement among English Learners (ELs) is a critical implementation gap rather than a lack of resources. While standards are already unwrapped for staff, teachers lack the collaborative time to thoroughly utilize the provided teacher clarity guides to align their instruction to the rigor of the NVACS. Consequently, this leads to a misunderstanding of vertical alignment and grade-level expectations, resulting in teachers over-scaffolding lessons and doing the heavy lifting themselves, not allowing students to engage in the necessary cognitive work. To improve outcomes, teachers need time to plan for high-quality Tier 1 and Tier 2 instruction that provides targeted skill-gap support and enrichment without rescuing students from the productive struggle required for mastery. Adult Learning Culture Goal: Professional Learning and Collaboration By May 2027, 75% of PLC meetings will focus on planning for opportunities for students to engage in the heavy lifting, student engagement strategies, academic discourse, and differentiated small group instruction, as measured by PLC Agendas, planning documents, and administrative observations.	AB335 Students will be provided language-rich, scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time. Adult Learning Culture Improvement Strategy: Tom Williams ES will continue to refine PLC structures to ensure rigorous Tier 1 instruction and teacher pedagogy designed to provide access to core content for EL learners. Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 Adult Learning Culture Action: Action Step [1]: Administrators will provide PLC and collaboration time for teachers to analyze data and purposefully plan for Tier 1 and Tier 2 instruction. Monitoring Plan: Weekly, as outlined by the master calendar. Person Responsible: Administrators Action Step [2]: Administrators and staff will use multiple data sources (FocusEd, iReady, WIDA, FLS, common grade-level formative and summative assessments, etc.) to identify students in need of differentiation, acceleration, and/or reteaching to close skill gaps. Monitoring Plan: Bi-monthly, as indicated on PLC agendas. Person Responsible: Teachers, Administrators, and Learning Strategists Student Success Professional Learning: Teachers will need additional professional learning on how to plan for incorporating accountable talk and engagement strategies into district Tier 1 and Tier 2 curriculum for EL learners.

Student Group	Challenge	Solution
Foster/Homeless	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
Free and Reduced Lunch	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
Racial/Ethnic Minorities	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.

Student Group	Challenge	Solution
Students with IEPs	Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and for Reading 25% at the 61st percentile, based on Focus Ed Map Spring 2026 data. Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies and specially designed instruction that support students with IEPs in accessing grade-level standards. While instructional materials are being used, planning often lacks the depth and differentiation needed to fully address individual student needs and provide scaffolded, language-rich support within inclusive settings.	ATSI 1003(a) Grant Funded Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): An implementation gap remains in using curriculum resources to design student-centered learning. Specifically, instruction lacks intentional planning for student-driven cognitive heavy lifting, academic discourse, and differentiated small-group instruction that meets the needs of diverse learners.
Critical Root Cause: As evidenced by classroom and PLC observation data, the root cause of low proficiency and academic achievement is a critical implementation gap rather than a lack of resources. While standards are already unwrapped for staff, teachers lack the collaborative time to thoroughly utilize the provided teacher clarity guides to align their instruction to the rigor of the NVACS. Consequently, this leads to a misunderstanding of vertical alignment and grade-level expectations, resulting in teachers over-scaffolding lessons and doing the heavy lifting themselves, not allowing students to engage in the necessary cognitive work. To improve outcomes, teachers need time to plan for high-quality Tier 1 and Tier 2 instruction that provides targeted skill-gap support and enrichment without rescuing students from the productive struggle required for mastery.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2027, 75% of PLC meetings will focus on planning for opportunities for students to take on the "heavy lift", student engagement strategies, academic discourse, and differentiated small group instruction, as measured by PLC Agendas, planning documents, and administrative observations.

Increase student engagement with at least 1 strategy in a 10-minute observation from 78% (Spring 2026) to 88% (Spring 2027).

Formative Measures: PLC Agendas, admin observations, lesson plans, instructional observations

Aligns with District Goal

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

Improvement Strategy 1: The leadership team will implement structures and provide clear expectations for collaborative PLC meetings.
B) The staff will engage in high-quality PLC meetings following the teaching and learning cycle.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on purposeful planning and delivering high-quality Tier 1 and Tier 2 instruction with a focus on engagement strategies, academic discourse, and differentiated small group instruction.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	Monthly	
2	The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.	Administrators	Weekly	
3	Teachers will use the CCSD Planning documents including the Teaching and Learning Cycle and Teacher Decision Points documents to guide collaborative conversations and planning.	Teachers	Weekly	
4	PLCs will be structured and supported by leadership team to ensure intentional planning for rigorous, student-centered instruction aligned to grade-level standards.	Administrators and strategists	Weekly	

Position Responsible: Administrators

Resources Needed: Master Schedule allowing common planning time.
Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.
Guest teachers for instructional walks and peer teacher observations/model lessons.
Multiple sources of data (focusEd, MAP, Common Grade Level formative and summative assessments, etc...).
District ULD professional learning to support the high ELL population at Tom Williams.
CCSD Planning documents including the Teaching and Learning Cycle and Teacher Decision Points documents to guide and capture collaborative conversations, instructional planning, and data analysis.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

According to the Panorama survey data for grades 3-5, 57% of students provided a "favorable response" regarding Sense of Belonging, this is the 60th percentile as compared to National Benchmarks and 15 points higher than the CCSD average. Furthermore, a significant area of strength within this data indicates that 90% of students answered favorably regarding self-advocacy and support systems, noting they do not need to talk to an adult for support or secure additional assistance, compared to only 10% who responded unfavorably, needing support.

Connectedness Areas for Growth

According to the Panorama survey data for grades 3-5, 55% of students did not provide a "favorable response" regarding Growth Mindset, this is the 10th percentile as compared to National Benchmarks and 7 points below than the CCSD average.

Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and for Reading 25% at the 61st percentile, based on Focus Ed Map Spring 2026 data.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
		Student Success Improvement Strategy: Tier 1 PBIS Lessons and Positive Classroom Culture Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Tier 1 PBIS Lessons, 1 and Positive Classroom Culture, 2 **Connectedness Student Success Action:** **Action Step [1]:** Teachers will deliver consistent Tier 1 PBIS lessons and embed culturally responsive, proactive relationship building

English Learners	Data Reviewed Panorama survey Connectedness Root Causes: As evidenced by data in Spring 25-26 administration of the Panorama survey, the problem is that 55% of 3rd-5th grade students at Tom Williams did not have a "favorable response" to Growth Mindset questions. A root cause of the remaining gaps in student school connectedness and climate perception is a lack of implementation of structured Tier 1 social emotional learning and relationship building frameworks embedded consistently within daily instruction. While students demonstrate high confidence in self advocacy and knowing how to ask an adult for help, a combined 43% of students still fall into the “approaching favorable” or “unfavorable” categories regarding overall school climate and sense of belonging. This indicates that school wide efforts need to shift from reactive support, relying on a student to raise their hand when a problem arises, to proactive relationship building. Students and school staff need systematic	frameworks into daily instruction to foster an inclusive learning environment for EL learners. Teachers will explicitly teach school wide expectations using visual supports and language scaffolding, ensuring all EL students understand routines and experience a predictable, supportive classroom culture that builds a deeper sense of belonging (Responsible: Tom Williams ES Administrators, School Counselor, PBIS Team, and Teachers). **Monitoring Plan:** Lesson implementation and classroom climate will be monitored through classroom observations focused on Tier 1 PBIS fidelity and the inclusion of language-accessible expectations. **Person Responsible:** Tom Williams ES Administrators, School Counselor, and PBIS Team. **Action Step [2]:** The leadership team will conduct targeted classroom observations to monitor how teachers are cultivating classroom relationships and using effective management strategies that maintain orderly, supportive, and linguistically rich learning environments. Observers will look for specific evidence of positive teacher-student interactions, structured opportunities for EL students to practice self-advocacy, and the explicit reinforcement of behavioral expectations that

	opportunities to cultivate a deeper sense of daily belonging, community, and peer to peer connection within the classroom environment to move all students into the favorable category. Connectedness Goals: Growth Mindset Decrease "unfavorable responses" from 55% to 50% as measured by the Growth Mindset section of the Panorama survey in Spring 26-27.	support both academic and language development (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and MLT Team). **Monitoring Plan:** The leadership team and the MLT team will conduct monthly observations to track the growth of positive, EL-supportive classroom environments. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, and MLT Team. **Action Step [3]:** Panorama survey data, disaggregated by EL status, will be analyzed to monitor the overall impact of these Tier 1 PBIS and culture strategies on EL students' Growth Mindset (Responsible: Tom Williams ES Administrators, ELLD Coordinator, School Counselor, and Teachers). **Monitoring Plan:** Panorama survey data analysis will occur following each administration window to evaluate progress toward positive Growth Mindsets of EL learners. **Person Responsible:** Tom Williams ES Administrators, ELLD Coordinator, School Counselor, and MLT Team.

Student Group	Challenge	Solution
Foster/Homeless	Gaps in school connectedness, sense of belonging, and a growth mindset persist among some families year after year, often due to a combination of transitional barriers including high mobility, lack of stable housing or placement resources, and severe situational hardships. While school wide data shows students generally have the self advocacy skills to ask an adult for help, students experiencing housing instability or foster placements frequently encounter disrupted routines that directly impact their emotional resilience, making it difficult to maintain a favorable growth mindset when facing academic or social challenges. These compounding external stressors contribute to ongoing difficulties in fostering a deep, uninterrupted sense of daily belonging and peer to peer connection for these specific students. This indicates that school wide efforts must deliberately extend proactive Tier 1 social emotional frameworks and targeted relationship building outreach to these vulnerable families year after year, ensuring they are consistently wrapped in a supportive school culture that helps them overcome external barriers to school connection.	The school will coordinate with social workers, counselors, and/or SEL strategist or other wrap-around services to provide assistance to students and families in need. The school will collaborate with community organizations to ensure students and families have transportation. We ensure the students have access to necessary school supplies, clothes, and other materials to support their academic engagement. The social workers, counselors, and/or SEL strategist will offer support to address the emotional and social needs of the students and their families. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.

Student Group	Challenge	Solution
Free and Reduced Lunch	Gaps in school connectedness, sense of belonging, and a growth mindset persist among some families year after year, often due to a combination of persistent socioeconomic barriers, limited access to enrichment resources, and financial stressors at home. While school wide data shows that students have the foundational self advocacy skills to ask an adult for help, students from economically disadvantaged backgrounds frequently face external stressors that can impact their emotional resilience, making it harder to develop a favorable growth mindset when dealing with academic setbacks or social challenges. These compounding financial and situational hardships can contribute to ongoing difficulties in fostering a deep, consistent sense of daily belonging and peer to peer connection. This indicates that school wide efforts must deliberately ensure that proactive Tier 1 social emotional learning frameworks, positive behavioral supports, and relationship building outreach are equitably accessible and supportive for these families year after year, eliminating economic barriers to foster a truly inclusive and predictable school culture.	The school will coordinate with social workers, counselors, and/or SEL strategists to ensure students and families from economically disadvantaged backgrounds have equitable access to wrap-around services and school wide incentives. The school will reduce financial barriers by ensuring all students have access to necessary school supplies, materials, and full participation in the cub cash reward system to support their academic engagement and peer to peer connections. Social workers, counselors, and/or SEL strategists will offer targeted support to address the emotional, social, and growth mindset needs of these students to build resilience against external stressors. Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction for both academics and behavior, ensuring a predictable and orderly learning environment. This will be monitored through instructional rounds and classroom observations. Support for these students, focusing on moving them into favorable categories on climate surveys, will be deliberately included during teacher planning time.

Racial/Ethnic Minorities	Gaps in school connectedness, sense of belonging, and a growth mindset persist among some families year after year, often due to a combination of historical barriers, limited parent engagement opportunities that bridge home and school cultures, and systemic stressors. While school wide data shows students generally have the self advocacy skills to ask an adult for help, students from diverse racial and ethnic minority backgrounds can encounter subtle cultural mismatches or a lack of culturally representative frameworks that directly impact their emotional resilience, making it difficult to maintain a favorable growth mindset when facing academic or social challenges.	Teachers will implement culturally responsive teaching strategies and proactive relationship building frameworks that recognize, validate, and value the cultural backgrounds and identities of all students to foster a deep sense of daily belonging and community. The school will coordinate with social workers, counselors, and/or SEL strategists to ensure students and families have equitable access to wrap-around services and school wide incentives, such as the cub cash reinforcement system. Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction for academics, growth mindset development, and behavior to maintain an orderly, supportive, and inclusive learning environment that lowers the affective filter. This will be monitored and evaluated through instructional rounds and classroom observations.

Student Group	Challenge	Solution
Students with IEPs	Reducing IEP achievement gap for Math 16% (IEP / Non IEP Students) and for Reading 25% at the 61st percentile, based on Focus Ed Map Spring 2026 data. Gaps in school connectedness, sense of belonging, and a growth mindset persist among some families year after year, often due to a combination of barriers related to navigating specialized learning paths, communication gaps between home and school, and the inherent challenges of managing specific learning or behavioral disabilities. While school wide data shows students generally have the self advocacy skills to ask an adult for help, students with IEPs frequently encounter academic and social frustrations that directly impact their emotional resilience, making it difficult to maintain a favorable growth mindset when facing instructional setbacks.	ATSI 1003(a) Grant Funded The school will involve the student, their family, and the IEP team in collaboratively planning to address areas of school connectedness, emotional resilience, and growth mindset development. The school will coordinate with special education teachers, social workers, counselors, and/or SEL strategists to ensure students with IEPs have equitable access to wrap-around services and school wide incentives, such as the cub cash reinforcement system. Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction for academics and behavior, ensuring accommodations and modifications are utilized to maintain an orderly, accessible, and supportive learning environment. This will be monitored and evaluated through instructional rounds and classroom observations.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Spring 25-26 administration of the Panorama survey indicates that 55% of 3rd-5th grade students at Tom Williams did not have a "favorable response" to Growth Mindset questions.
Critical Root Cause: A root cause of the gaps in student school connectedness and climate perception is a lack of implementation of structured Tier 1 social emotional learning and

relationship building frameworks embedded consistently within daily instruction. This indicates that school wide efforts need to shift from reactive support, relying on a student to raise their hand when a problem arises, to proactive relationship building.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease 3rd-5th grade students' "unfavorable responses" from 54% to 49 % as measured by the Growth Mindset section of the Panorama data in Spring 26-27.

Formative Measures: Panorama, MLT meeting notes, Social, Academic, and Emotional Behavior Risk Screener (SAEBRS), Depression, Anxiety, and Stress Scales (DASS-Y), Observation

Aligns with District Goal

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

Improvement Strategy 1:
The school will deliver consistent Tier 1 PBIS lessons and embed culturally responsive, proactive relationship-building frameworks into daily instruction to foster an inclusive environment.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will deliver consistent Tier 1 PBIS lessons and embed proactive relationship building frameworks into daily instruction, explicitly teaching school wide expectations to build a deeper sense of student belonging.	Classroom Teachers	Daily	
2	Administration and the leadership team will conduct targeted classroom observations to monitor how teachers cultivate relationships and use effective management strategies to maintain orderly and supportive classroom environments that offer structured opportunities for students to practice self advocacy.	Leadership and MLT Teams	Ongoing	
3	All staff and teachers will actively reinforce positive student behaviors through the consistent distribution and utilization of cub cash school wide incentives.	All staff	Daily	
4	Panorama data, disaggregated by student subgroups, will be analyzed following each administration window to monitor the overall impact of these Tier 1 PBIS and culture strategies on student growth mindset, climate perceptions, and school connectedness and make adjustments as needed.	Leadership and MLT Teams	Three times a year	

Position Responsible: All staff

Resources Needed: Panorama, PBIS lessons, Cub Cash, Cub Store Inventory, PBIS Matrix

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

Evidence Level
Level 1: Strong: Tier 1 PBIS Lessons
Level 2: Moderate: Positive Classroom Culture

Problem Statements/Critical Root Cause: Connectedness 1

Priority Problem Statements

Problem Statement 1: 22.6% of all students are proficient in Math on the 25-26 SBAC assessment as documented in FocusEd. 26.7% of all students are proficient in ELA on the 25-26 SBAC assessment as documented in FocusEd.

Critical Root Cause 1: A root cause of the gaps in student achievement is the lack of consistent, school wide implementation of the Nevada Academic Content Standards (NVACS). There is a critical need for intentional planning focused on student engagement opportunities, purposeful differentiated instruction, and structured small group instruction. Currently, a reliance on over scaffolding lessons results in teachers doing the academic heavy lifting themselves, which prevents students from engaging in the necessary cognitive work required for full mastery.

Problem Statement 1 Areas: Student Success

Problem Statement 2: An implementation gap remains in using curriculum resources to design student-centered learning. Specifically, instruction lacks intentional planning for student-driven cognitive heavy lifting, academic discourse, and differentiated small-group instruction that meets the needs of diverse learners.

Critical Root Cause 2: As evidenced by classroom and PLC observation data, the root cause of low proficiency and academic achievement is a critical implementation gap rather than a lack of resources. While standards are already unwrapped for staff, teachers lack the collaborative time to thoroughly utilize the provided teacher clarity guides to align their instruction to the rigor of the NVACS. Consequently, this leads to a misunderstanding of vertical alignment and grade-level expectations, resulting in teachers over-scaffolding lessons and doing the heavy lifting themselves, not allowing students to engage in the necessary cognitive work. To improve outcomes, teachers need time to plan for high-quality Tier 1 and Tier 2 instruction that provides targeted skill-gap support and enrichment without rescuing students from the productive struggle required for mastery.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The Spring 25-26 administration of the Panorama survey indicates that 55% of 3rd-5th grade students at Tom Williams did not have a "favorable response" to Growth Mindset questions.

Critical Root Cause 3: A root cause of the gaps in student school connectedness and climate perception is a lack of implementation of structured Tier 1 social emotional learning and relationship building frameworks embedded consistently within daily instruction. This indicates that school wide efforts need to shift from reactive support, relying on a student to raise their hand when a problem arises, to proactive relationship building.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB335 As evidenced by Focus Ed/i-Ready, the problem is that ELs are performing below other identified student groups at Tom Williams ES (CCSD)

Critical Root Cause 4: The low performance of ELs in language proficiency and content achievement requires high student engagement and students taking on a cognitive lift.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Grades
- I-Ready
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - STAR, FastBridge, PSI, Focus Language Study, classroom observations, PLCs, Math/ELA curriculum

Adult Learning Culture

- Equity data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Gifted and talented data
- PBIS/MTSS data
- Perception/survey data

- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation
- Other
    - FocusEd, NSPF, Infinite Campus, teacher classroom data, staff meetings

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our school's comprehensive needs assessment process involves a systematic review of formative (iReady, grade level assessments) and summative (SBAC, grade level assessments) data, coupled with stakeholder input, to identify key strengths and areas for improvement that inform strategic planning and resource allocation. We also regularly review progress monitoring data to identify specific student learning gaps and provide targeted interventions. Staff, families and community members are included in PLC, SOT, Staff meetings, etc... to allow for collaboration and feedback.

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

The SOT team meets monthly to review data and evaluate progress toward SPP goals. Additionally, families are able to provide input and feedback during monthly Coffee & Conversation meetings.

2.2: Regular monitoring and revision

We hold quarterly status checks. Leadership team will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the status checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Title I funding is used to support Elementary Class Size Reduction (CSR) teachers, which lowers student-to-teacher ratios and increases individualized attention and instructional time in ELA and Math, providing students with increased learning time and a more well-rounded educational experience.

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

We provide a flexible number of parent involvement opportunities by offering a variety of events throughout the year at different times of the day and on various days of the week to accommodate family schedules. Monthly *Coffee & Conversation* meetings are held in the mornings to foster ongoing communication with families. We host two *Family Picnics*, *Bingo Nights*, a *Fall Carnival*, *Family Art Night*, and *Open House*, all scheduled at varying times to maximize participation. We also partner with the *Family Engagement Department* to offer additional events and provide English classes for parents. To support attendance initiatives and further engage families, we include them in incentive events.

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	$3,399,441.37	Staffing; General Supplies; Custodial Supplies; Extra-Duty Licensed and Support Staff; Other Professional Services; Construction Services; Technology Supplies; Web Based Programs	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Allocation	$182,559.97	Licensed Staff	Student Success Adult Learning Culture Connectedness
EL Weighted Allocation	$634,317.61	Licensed Staff; Support Staff Extra 19 Minutes; General Supplies	Student Success Adult Learning Culture Connectedness
General Carry Forward	$1,347,075.12	Staffing; SOSAs; Prep Buy-Outs	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Carry Forward	$93,404.41	Staffing	Student Success Adult Learning Culture Connectedness
EL Weighted Carry Forward	$161,403.49	19 Extra Minutes for Collaboration	Student Success Adult Learning Culture Connectedness
Title I	$180,620.98	Class-Size Reduction Teachers; Supplies; PISA	Student Success Adult Learning Culture Connectedness
1003(a) Grant (District Allocation)	$5,454,702.03	FY26 (i-Ready)	Student Success Adult Learning Culture Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent	Carla Pina	Parent
Parent	Erin Watson	Parent
Parent	Yomara Martinez Miranda	Parent
Support Staff	Nichole Bollinger	Support Staff
Teacher	Amber Kennedy	Teacher
Teacher	Sheree Royer	Teacher
CI Team Lead	Carrie Reasbeck	Principal
Admin	Mikal Cox	Assistant Principal
Admin	Merideth Wallace	Assistant Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 3/Act 1 Discussion: School Improvement Plan
SOT Meeting	August 2026	Act 1: School Improvement Plan 2026-2027