

Clark County School District

Elizondo, Raul P. ES

2026-2027 School Improvement Plan



District Approval Date: June 30, 2026

Mission Statement

To create a safe, respectful, and inclusive environment where every student gains the skills and confidence for a successful future.

Vision

At Elizondo Elementary, we strive to inspire a love of learning by empowering students and adults to grow, achieve, and thrive together through an innovative and supportive educational experience.

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/raul_p.elizondo_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Our school year successfully delivered measurable improvements in student achievement and instructional quality:

Academic Gains in Mathematics: Overall student proficiency on the SBAC Mathematics assessment rose significantly, increasing by 7 percentage points (from 17% in 2024 to 24% in 2025).

Targeted Growth: Our focused efforts in intermediate grades yielded strong results, with 4th-grade students achieving a 10-percentage point increase in growth on the SBAC Mathematics assessment (rising from 21% to 31%).

Instructional Quality: Data from the Tier 1 Monitoring Tool confirms that the fidelity of core instruction aligned to the standard increased by 18% from the 2023–2024 to the 2024–2025 school year, reflecting successful professional development and monitoring.

English Language Learners (EL): Elizondo Elementary made solid progress in closing proficiency gaps, reducing the percentage of non-proficient EL-identified students by 4%, according to WIDA assessment data in 2025.

Student Success Areas for Growth

Our school year successfully delivered mixed but important results, underscoring both the success of our turnaround efforts and the urgency of our next steps.

Significant Academic Gains in Mathematics: Elizondo ES achieved a remarkable turnaround on the state assessment. Grades 3–5 proficiency on the NSPF Math SBAC assessment increased by 10.2 percentage points, rising from 17.3% in 2024 to 27.5% in 2025. This shows the efficacy of our focused math initiatives.

Math Growth Goal Missed: While students in Grades K–5 made measurable growth on the Spring 2025 MAP assessment, we did not meet our rigorous goal of having 45% of students in the 61st-percentile or higher. Overall proficiency for Grades K–5 was 32%, indicating that while student growth is occurring, acceleration is needed to reach ambitious targets.

Challenge in EL Proficiency: A key area of concern is the performance of our English Learner (EL) students. Proficiency on the WIDA assessment decreased from 27.0% in 2023–2024 to 15.8% in 2025. This significant decline of 11.2 percentage points necessitates an immediate and comprehensive review of EL instructional programs and support structures.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Challenge: As evidenced by WIDA and SBAC data, the EL subgroup is performing in the bottom 30th-percentile in Nevada, with an 11% achievement gap based on Fall MAP data. This sustained low performance is primarily tied to inconsistent Tier I instruction, a lack of school-wide curriculum planning, and insufficient opportunities for grade-level discourse utilizing academic content and vocabulary. Urgent action is needed to provide targeted small-group support and supplemental instruction. Our intervention strategy is focused on dramatic acceleration by the end of Spring 2026. In Mathematics, we aim to increase SBAC proficiency for EL students from the current 4.7% to a target of 20%. Similarly, we plan to increase the percentage of EL students scoring in the 61st-percentile or higher on the MAP Growth Assessment from 17% (Fall 2024 baseline) to 45%. In ELA, the goal is to raise SBAC proficiency from 12% to 35%. Finally, the percentage of EL students meeting their WIDA Annual Growth Goal (AGP) will be increased from 56% (2023-2024) to a target of 66% by the 2025-2026 assessment.	Solution: The plan focuses on implementing evidence-based curricula (INTO READING, ENVISION MATH, 95 Percent Phonics), and supplemental programs (IREADY, SUMMIT K12). Key actions include weekly small group discourse, targeted one-to-one tutoring, and daily phonics instruction. Specialized Professional Learning will focus on KAGAN, Sentence Stems/Frames, Anchor Charts, and explicit vocabulary instruction to build teacher capacity for effective scaffolding.
Foster/Homeless	Challenge: Students experiencing housing instability face critical non-academic barriers (housing and food insecurity) that can affect their ability to fully engage in academic learning. Our focus is on maintaining academic parity, as data shows no identifiable achievement gap currently exists with their non-Foster/Homeless peers.	Solution: We will provide immediate, accessible support through the MLT Team and dedicated counseling. Basic needs will be addressed via access to clothing and food donations. Instructionally, students will be supported with grade-level appropriate manipulatives and the consistent use of word walls to build academic vocabulary and reduce cognitive load during Tier I instruction.

Student Group	Challenge	Solution
Free and Reduced Lunch	Challenge: Students qualifying for Free and Reduced Lunch (FRL) face non-academic barriers, primarily food insecurity and other economic obstacles. These stressors can negatively impact consistent attendance and focus. Our plan aims to maintain academic parity, as there is currently no identifiable achievement gap with their non-FRL peers.	Solution: The MLT Team and dedicated counseling services will address organizational and emotional needs, providing direct access to clothing and food donations for basic needs. Instructional practices will be strengthened through focused PD on engagement structures. In the classroom, teachers will use sentence stems, anchor charts, visual examples/concrete examples, explicit vocabulary instruction, and grade-level appropriate manipulatives. EL Tutoring will provide supplemental academic assistance as needed.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Challenge: Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. Addressing these disparities requires focused, culturally responsive practices, targeted supports, and ensuring equitable access to high-quality instruction for all.	Solution: The plan focuses on meaningful and rigorous Tier I Instruction and targeted small-group instruction. Instructional practices utilize scaffolding tools like sentence stems, anchor charts, visual examples/concrete examples, and word walls. Teachers will receive PD on engagement structures and explicit vocabulary instruction. Support includes grade-level appropriate manipulatives and EL Tutoring for qualifying students.
Students with IEPs	Challenge: Students receiving special education services face academic challenges related to their identified learning needs. This necessitates highly individualized supports and interventions to ensure guaranteed access to grade-level content.	Solution: Our plan prioritizes the effective small group size and the full implementation of the ISP (Individualized Services Plan) model. Instruction emphasizes scaffolding tools: sentence stems, anchor charts, grade-level appropriate manipulatives, and visual examples/concrete examples. Teachers will receive PD on engagement structures and explicit vocabulary instruction. EL Tutoring will be provided for students who qualify for both special education and English Learner services.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): i-Ready: Students are not making adequate growth in Math. After reviewing data, attending PLC meetings, and conducting classroom observations and learning walks, we determined the following instructional needs: increased student engagement, meaningful tasks using the CRA approach, and differentiated support.

Critical Root Cause: Lack of student engagement. Lack of discourse opportunities using academic language. Teachers are not differentiating instruction effectively to meet the needs of all learners. Lack of rigorous Tier 1 instruction. Lack of planning tasks that provide opportunities for the students and teacher to interact with the learning intentions and success criteria. Lack of providing adequate scaffolds using the CRA approach.

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

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-5, increase the percent of students who meet their projected growth goal in math from 53% to 60% by Spring 2027.

Formative Measures: iReady Growth Monitoring
enVision math Common Assessment

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Professional learning opportunities that utilize engagement structures (i.e. cooperative learning structures, sentence frames, CRA) and provide teachers with support and professional development to implement rigorous Tier 1 instructional strategies and curriculum. Provide Tier I and differentiated instruction based on data using appropriate grouping and scaffolds.					Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	Oct	Feb	June
1	Teacher Clarity Guides and CCSD math pacing guides will be used to plan for instruction in the weekly PLCs.	Administration, Strategists, Teachers	August - May, 2027	✓			
2	Use the CRA (concrete, representational, abstract) instructional approach to develop math concepts on a daily basis.	Strategists, Teachers	August - May, 2027	✓			
3	Provide math discourse opportunities through Kagan Cooperative Structures.	Strategists, Teachers	August - May, 2027	✓			
4	During math instruction, utilize frequent formative assessment methods to increase mastery, guide differentiation, and implementation of lessons.	Strategists, Teachers	August - May, 2027	✓			
5	Implement goal setting utilizing the i-Ready scores for each benchmark assessment and personalized instruction paths to track the percent of students who met their projected growth target.	Teachers	August - May, 2027	✓			
Position Responsible: Administration							
Resources Needed: Resources Needed:							

i-Ready
Envision Look For Tools
Goal Setting Notebooks for every student in 2nd - 5th Grades
Tier I Monitoring Tool
Anchor Charts
Sentence Frames
KAGAN Structures
KAGAN mats in each room
Math i-Ready benchmark data
Differentiated PD for staff to increase knowledge and skills for improving Tier I
CCSD Pacing Guides
The Common Core Mathematics Companion
Cube Strategy Posters
Academic Math Word Walls

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

Evidence Level
Level 2: Moderate: Engagement Structures, District Interim Assessments
Level 3: Promising: envisions 2020

Problem Statements/Critical Root Cause: Student Success 1

No review

No review

Improvement Strategy 2 Details					
Improvement Strategy 2: Provide Tier 1 and differentiated instruction based on data using appropriate grouping and scaffolds.					
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	
1	Utilization of data-based differentiated small-group instruction.	Strategists and Teachers	August - May, 2027	✓	
2	Increase math fact fluency through monthly math challenges and student accountability.	Strategists and Teachers	August - May, 2027	✓	
Position Responsible: Administration Resources Needed: Grade-level appropriate manipulatives Envisions District Interim Assessment Data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: MAP Growth Problem Statements/Critical Root Cause: Student Success 1					
				Reviews Status Check Oct No review Feb No review	
				EOY Reflection June	

Inquiry Area 1: Student Success

SMART Goal 2: Decrease student proficiency gap in Mathematics between the LEP and non LEP students from 16.5% in 2025 to 6.5% by 2027, as measured by the state SBAC summative assessment.

Decrease student proficiency gap in English Language Arts between the English Learners and English Proficient students from 23.1% in 2027 to 13.1% in 2026, as measured by the state SBAC summative assessment.

Increase the percentage of short-term proficient EL students from 7.4% in 2025 to 17.4% by 2027, as measured by WIDA summative assessment.

Formative Measures: Summit K12
District Interim Assessments
Classroom Common Assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
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).	Administrators, Strategists, 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.	Administrators, Strategists, Teachers, EL Coordinator.	Two times 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.	Administrators, Strategists, Teachers, EL Coordinator.	Ongoing during the 2026-2027 school year.	✓			
Position Responsible: Administration							
Resources Needed: ULD professional learning series							
Tier I Monitoring Tool							
Schoolwide and Targeted Assistance Title I Elements:							
2.4, 2.5, 2.6, 4.1, 4.2							
Evidence Level							
Level 2: Moderate: District Interim Assessments							
Level 4: Demonstrate Rationale: Summit K-12							
Problem Statements/Critical Root Cause: Student Success 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC structures are in place, teachers are discussing data, learning intentions, and success criteria

Adult Learning Culture Areas for Growth

Common understanding of Tier I instruction, curriculum, and management strategies. Data Analysis and what to do with data

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	Previous Data Reviewed Classroom observations and teacher feedback indicate limited opportunities for discourse and writing are planned in the instruction with appropriate scaffolds and differentiation. Understanding Language Development Professional Learning Participation Rates: 53% of teachers have completed the ULD Canvas Sessions 67% of Administrators have completed the ULD Canvas Sessions Quality Teaching of English Learners Professional Learning Participation: Two (2) staff members have completed the QTEL PL Adult Learning Culture Root Causes: As evidenced by observation data, instructional	Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC-2 KAGAN-2 Adult Learning Culture Action Action Step [1]: The teacher will participate in PLC to purposefully plan structured discourse and language support for ELL and all students utilizing Tier 1 Instructional Materials Monitoring Plan: Through PLC and instructional walks, the administration and strategists will monitor weekly PLC meetings, Data Collection, and review 2 times per week. Person Responsible Admin Team/Learning Strategist/Teachers Action Step [2]: The teacher will participate in PL to build capacity for student-centered instruction utilizing KAGAN Instructional strategies

English Learners

rounds, and teacher feedback, the problem is weak instructional practices do not address the specific needs of particular student populations. A root cause of the low performance of English language learners in language proficiency and content achievement is due to insufficient Tier I instructional planning and support. Students need opportunities for extended productive discourse to assist all students in using existing knowledge and prior experience to make connections and recognize relationships.

Adult Learning Culture Goals:

Instructional Materials: Increase the percentage of classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched Tier I instructional materials from 73.6% at the end of the first semester to 85% at the end of the second semester, 2025, as measured by the Tier I Monitoring Tool (Focal Point).

Instructional Design and Delivery: Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from 50% at the end of the first semester to 60% at the end of the second semester, 2025, as measured by the Tier I Monitoring Tool.

Monitoring Plan: Through instructional walks and data collection completed by administration and learning strategists.

Person Responsible Admin Team/Learning Strategist/Teachers

Adult Learning Culture Professional Learning

Professional Learning [1] for Teachers:

PD on building collaborative structures using KAGAN Instructional Strategies to increase student discourse.

PD on RACE strategy to improve student writing and response.

PD builds capacity on student-centered instruction utilizing Envisions Math Strategies, HMH Curriculum

PD on PLC to purposefully plan structured discourse and language support for ELL and all students.

English Learners: strategic grouping, tutoring, focus on academic vocabulary, sentence stems, anchor charts, visual examples/concrete examples, KAGAN structures in PD, Discourse grouping

Student Group	Challenge	Solution
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	MLT Team, Hazel Heart, The Harbor, Care Solace, sentence stems, anchor charts, engagement structures in PD, School
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	sentence stems, anchor charts, engagement structures in PD, Discourse groupings and structures
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	sentence stems, anchor charts, engagement structures in PD, Discourse groupings and structures
Students with IEPs	Students receiving special education services may experience academic challenges related to their individualized learning needs, which require individualized supports and interventions to ensure access to grade-level content.	ISP co-teach model, sentence stems, anchor charts, engagement structures in PD, ISP Training, Discourse groupings and structures

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Lack of consistent and themed focused PLC structures that embed data, curriculum, NEPF, MTSS, and learning walks. Teachers needed support in using grade-level assessment data to plan differentiated supports and scaffolds to meet learner needs. Providing multiple learning opportunities and strategies to meet the different learner modalities and provide differentiated support for all students. Teachers lacked pedagogy in math task analysis and data-driven decision-making. Teachers lacked the foundations of an effective Tier I classroom management system.

Critical Root Cause: Lack of Classroom Management, lack of rigorous Tier I Instruction aligned to the NVACS Standards; Lack of effective planning, and learning tasks are not aligned to learning intentions and instructional standards

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 academic year, 92% of classroom teachers will consistently execute lessons that feature active student and teacher interaction with the Learning Intentions and Success Criteria. This will include the integration of differentiated instructional strategies aligned with the Success Criteria, as evidenced by the Tier 1 monitoring tool.

Formative Measures: Tier I Monitoring Tool
Lesson Plan reviews
Teacher Observations

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: All teachers will receive professional learning on utilizing the CCSD Tier I instructional tools to determine learning intentions and success criteria.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	

Connectedness

Connectedness Areas of Strength

T.F.I. 3.0 Indicators Area of Strength

1.2 Team Operating Procedures

Established team operating procedures include:

- Regular meeting format/agenda that promotes the regular review of Tier 1 practices, systems, and data,
- Minutes available to all staff for review
- Established and regularly used team norms,
- Defined meeting roles (e.g., timekeeper, facilitator, recorder),
- Regular two-way data sharing and communication with advanced tiers teams to inform decision making,
- A current action plan.

Connectedness Areas for Growth

TFI 3.0 Indicator:

Indicator:

1.0 Schoolwide Expectations

Action Steps

Establish five or fewer schoolwide SEB expectations or values:

- Aligned to the school vision for climate and culture
- Posted accessibly (e.g., in at least the two most common home language, developmentally appropriate) around the school,
- Defined in a schoolwide teaching matrix with specific examples by setting and routine, known by staff, and aligned to SEB standards or curriculum.

2.0 Schoolwide Expectations Taught

Action Steps

Educators will:

- Explicitly teach expectations through the established examples and routines reflected in the teaching matrix.
- Integrate active supervision and prompting

- Review and reinforce expectations: within existing SEB, and/or academic instruction

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Improvement Strategy: Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale) Leader in Me (Level 4) KAGAN (2) Restorative Practices	Connectedness Action Action Step [1]: Students will have opportunities to participate in SEL and Connectedness activities during the SEL block embedded in the instructional day. Monitoring Plan: Utilizing the tier I monitoring tool, the administration will conduct instructional walks to monitor for SEL lessons and KAGAN structures that engender Connectedness. Students will be surveyed to identify how safe they feel at school using Panorama 3 times a year. Person Responsible: Administration, Learning Strategists, Social Workers Action Step [2]: The Attendance Committee will add monitoring the attendance of EL students to their weekly agenda and will develop positive behavior incentives to encourage EL student attendance. Monitoring Plan: The administration will receive
	Previous Data Reviewed Chronic Absenteeism - 23% of ELs were chronically absent in 2024 Family Engagement - SOT, Academic Nights, CCSD District-Wide Survey	
	Connectedness Root Causes: As evidenced by the chronic absenteeism data, Panorama Survey data, School Surveys, and the CCSD District-Wide Survey, the problem is the school as a whole has continued to struggle to build relationships between all stakeholders. Additionally, 23% of ELs are chronically absent. A root cause of the low performance of English language learners in language proficiency and content achievement is due to a need for more inclusive practices, positive school climate strategies, and customer service practices that would engender better attendance. Students need a school community that deploys strategies that promote equity, positive teacher-to-student and student-to-student relationships, and a welcoming environment for all stakeholders.	

	Connectedness Goals: Climate and Culture Surveys: Increase the percentage of students who feel safe at school from 79.33% in 2024 to 89.33% by 2025, as measured by the District-wide Survey. Chronic Absenteeism/Behavior: Reduce the percentage of ELL students chronically absent from 23% in 2024 to 13% by 2025, as measured by focused.ccsd.net and reported on the NSPF.	reports from the Attendance Committee to monitor EL student attendance and participation on a weekly basis. Person Responsible: Administration, Attendance Committee Connectedness Professional Learning Professional Learning [1] for All Staff: Staff will receive training on team building and climate and culture activities, PLCs, Leader in Me SEL activities, and KAGAN structures to develop equity and a positive classroom culture for EL students.
		English Learners: sentence stems, anchor charts, KAGAN structures in PD, EL Tutoring, sentence stems, anchor charts, visual examples/concrete examples, explicit vocabulary instruction, engagement structures in PD, EL Tutoring, grade level appropriate manipulatives
Foster/Homeless	Teachers were not previously using de-escalation-escalation strategies as frequently as necessary. Parent communication regarding behaviors could also be more frequent.	MTSS/MLT Team
Free and Reduced Lunch	Teachers were not previously using de-escalation-escalation strategies as frequently as necessary. Parent communication regarding behaviors could also be more frequent.	sentence stems, anchor charts, KAGAN structures in PD, visual examples/concrete examples, explicit vocabulary instruction, engagement structures in PD, EL Tutoring, grade level appropriate manipulatives
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Teachers were not previously using de-escalation-escalation strategies as frequently as necessary. Parent communication regarding behaviors could also be more frequent.	sentence stems, anchor charts, KAGAN structures in PD, visual examples/concrete examples, explicit vocabulary instruction, engagement structures in PD, EL Tutoring, grade level appropriate manipulatives
Students with IEPs	Teachers were not previously using de-escalation-escalation strategies as frequently as necessary. Parent communication regarding behaviors could also be more frequent.	sentence stems, anchor charts, KAGAN structures in PD, visual examples/concrete examples, explicit vocabulary instruction, engagement structures in PD, EL Tutoring, grade level appropriate manipulatives

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students were removed from school due to suspensions related to disciplinary referrals by inexperienced teachers.

Critical Root Cause: Students weren't engaged in learning. Inconsistency in SEL instruction. Lacking Tier I Classroom management structures

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2026-2027 school year, as measured by school-wide behavior data.

Formative Measures: MTSS Team Agendas
Infinite Campus Behavior Data
TFI 3.0 School-wide Behavior Data
Social Worker Referrals

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.						Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete		Oct	Feb	June
1	Administer TFI 3.0 to obtain baseline data.	MTSS Team	Fall (October) 2026	✓		No review	No review	
2	Based on the results of the TFI, prioritize one to three items for implementation focus.	MTSS Team	Ongoing (October - January) 2026	✓				
3	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	MTSS Team	Winter (January), 2027	✓				
4	Continue to work on strengthening Tier I PBIS implementation.	MTSS Team	Ongoing (January - May), 2027	✓				
5	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	MTSS Team	Spring (May) 2027	✓				
Position Responsible: Administration and PBIS Leadership Team Resources Needed: PBIS Leadership Team (administrator, teachers, student(s), parents(s), community partner(s). TFI 3.0 data Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: PBIS Level 2: Moderate: Leader in Me Problem Statements/Critical Root Cause: Connectedness 1								

Priority Problem Statements

Problem Statement 1: Lack of consistent and themed focused PLC structures that embed data, curriculum, NEPF, MTSS, and learning walks. Teachers needed support in using grade-level assessment data to plan differentiated supports and scaffolds to meet learner needs. Providing multiple learning opportunities and strategies to meet the different learner modalities and provide differentiated support for all students. Teachers lacked pedagogy in math task analysis and data-driven decision-making. Teachers lacked the foundations of an effective Tier I classroom management system.

Critical Root Cause 1: Lack of Classroom Management, lack of rigorous Tier I Instruction aligned to the NVACS Standards; Lack of effective planning, and learning tasks are not aligned to learning intentions and instructional standards

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: i-Ready: Students are not making adequate growth in Math. After reviewing data, attending PLC meetings, and conducting classroom observations and learning walks, we determined the following instructional needs: increased student engagement, meaningful tasks using the CRA approach, and differentiated support.

Critical Root Cause 2: Lack of student engagement. Lack of discourse opportunities using academic language. Teachers are not differentiating instruction effectively to meet the needs of all learners. Lack of rigorous Tier 1 instruction. Lack of planning tasks that provide opportunities for the students and teacher to interact with the learning intentions and success criteria. Lack of providing adequate scaffolds using the CRA approach.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Students were removed from school due to suspensions related to disciplinary referrals by inexperienced teachers.

Critical Root Cause 3: Students weren't engaged in learning. Inconsistency in SEL instruction. Lacking Tier I Classroom management structures

Problem Statement 3 Areas: Connectedness

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

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

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- I-Ready
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data

Connectedness

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Elizondo's Elementary Leadership team met to review data and make decisions regarding goals and improvement strategies for the upcoming school year 2026-2027. Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

Please see the Continuous Improvement Team table included in this plan. The Elizondo Elementary Leadership Team and SOT Team meet three times a year to review the School Improvement Plan.

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. 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

The Title I Plan provides additional staff to decrease class sizes, which provides more productive learning time and student-teacher ratios.

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 incorporate parent involvement and engagement during Parent Teacher Conferences, Field Day, Open House, Elizondo Day, Parent Engagement Title I training, and monthly parent academic trainings at various times throughout the school day with FACES.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,385,792.71	Staffing, instructional supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$343,490.48	Staffing, instructional supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$293,748.14	Staffing, instructional supplies, books	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$0	N/A	N/A
At-Risk Weighted Carry Forward	\$0	N/A	N/A
EL Weighted Carry Forward	\$0	N/A	N/A
Title I	\$298,112	Staffing	Student Success, Adult Learning Culture, Connectedness
21st Century	\$168,060.94	Staffing, After School Tutoring and Clubs	Student Success, Adult Learning Culture, Connectedness
Title I, 1003(a) Grant	\$5,454,702.03	i-Ready personalized instruction, HMM coachly, envisions math (SAVVAS), 95 percent expert coaching, How's School Going, extra duty collaboration, sub release, instructional and training supplies	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
Parent Member	Oleysa Vazquez	Parent
CI Team Member	Kennyshua Daniels	Support Staff
CI Team Parent Representative	Windi Christinasari	Teacher
CI Team Member	Sarah McLaughlin	RBG3 Strategist
CI Team Member	Janice Borcione	Strategist
CI Team Member	Jacqueline Lane	Assistant Principal
CI Team Lead	Stephanie Garni	Assistant Principal
Required	Chris Stacey	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
FACES	August - May, 2027	SEL, Math, ELA, ELL, Attendance topics
Parent and Community Events	July - May, 2027	Registration, Orientation, Open House, Trunk or Treat, Polar Express
Parent Conferences	October 2026	Academic and Behavior Progress
Parent Engagement	August - May 2027	Parent-Teacher Conferences, Muffins with Moms, Donuts with Dad, Mother/Son Dance, Father/Daughter Dance, Field Day, Trunk or Treat, and Elizondo Day Volunteers
Mojave High School Teaching and Training Program	August - May 2027	Connectedness