

Clark County School District

Alamo, Tony ES

2026-2027 School Improvement Plan



District Approval Date: August 3, 2026

Mission Statement

The mission of Tony Alamo Elementary School is to provide a safe and positive educational environment that promotes learning and achievement.

Students, staff, families and the community will work together in a caring and respectful manner in order to achieve academic and behavioral expectations.

Vision

Tony Alamo Elementary School is committed to academic excellence.

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/tony_alamo_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Inquiry Area 1: Student Success 6

 Adult Learning Culture 13

 Inquiry Area 2: Adult Learning Culture 14

 Connectedness 17

 Inquiry Area 3: Connectedness 18

Priority Problem Statements 21

Comprehensive Needs Assessment Data Documentation 22

Plan Notes 23

School Organizational Team 24

School Continuous Improvement Team 25

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Overall, the percentage of students scoring **below the 41st percentile** (i.e. “At Risk”) in ELA decreased from 28% (Fall 2025) to 23% (Spring 2026). Of the 623 Alamo students continuously enrolled from Fall 2025 to Spring 2026, grade levels 1-5 achieved growth percentiles at or above the 52nd percentile. The highest growth percentile was 1st grade at the 65th percentile. Of the 623 Alamo students continuously enrolled from Fall 2025 to Spring 2026, overall achievement was maintained and grew from 64th percentile to 66th percentile between the Fall 2025 and Spring 2026 testing events. The highest achievement percentiles were 2nd grade and 4th grade (70th percentile), and 1st grade (66th percentile.)

Multilingual Learners

Overall, 62.6 percent of multilingual learners were proficient on the ELA 2025-26 CRT. 17 students scored either a 3 or a 4.

55.9% of multilingual learners were proficient on the Math 2025-26 CRT. 18 student scored either a 3 or a 4.

On the WIDA exam, overall, 44 students scored a level 4 or 5 out of the 129 students who completed the exam. The largest category of multilingual learners is short term (< five years) with 35 students scoring a level 4 or 5.

Student Success Areas for Growth

In ELA, the percentage of students scoring **at or above the 61st percentile** remained steady from 54% (Fall 2025) to 57% (Spring 2026). Achievement percentiles in 3rd grade decreased from 62nd percentile to the 61st percentile. The Spring 2025-26 MAP test had achievement with the following breakdown by grade level:

- K – 71st percentile (Winter to Spring)
- 1st – 66th percentile
- 2nd – 69th percentile
- 3rd – 61st percentile
- 4th – 70th percentile
- 5th – 60th percentile

Overall, forty-three percent of Alamo students scored below the 61st percentile on Spring 2026 MAP.

On the Spring 2025-2026 administration of MAP Growth, twenty-three percent of students scored below the 41st percentile in reading.

Multilingual Learners

Overall, seventy-four percent of multilingual learners were not proficient on the 2025-26 ELA CRT, down 2% from the 2024-25 CRT; with fifty percent achieving a level one. Overall, seventy-two percent of multilingual learners were not proficient on the math CRT, with thirty-six percent achieving a level one. None of the multilingual learners were proficient on the science CRT.

In the 2025-26 administration of WIDA, eighty percent of long-term English Language Learners did not meet AGP. Sixty-four percent of the newcomer (less than two years in CCSD) did not meet AGP.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Wide array of languages-no dominant L2. Students require specially designed scaffolds and supports, and differentiated instruction to allow full participation in Tier 1 instruction. There is currently no identifiable achievement gap between LEP and Not LEP students.	Use differentiated supports and integrate scaffolds to build academic language. Extend language opportunities through online educational software.
Foster/Homeless	Students require specialized SEL support to reduce potential negative impact of environmental factors. According to 2025-26 SBAC data, there is a 6.5% ELA achievement gap between not homeless and homeless students.	Provide targeted academic support and stable, non-academic support through the counselor such as transportation assistance, temporary housing stability, and access to basic learning supplies to help homeless students maintain consistent instruction and bridge the achievement gap.
Free and Reduced Lunch	Students require additional support and practice opportunities to promote proficiency. Families require additional services to coordinate efforts to support student learning at home and at school. According to 2025-26 SBAC data, there is a 6.5% ELA achievement gap between FRL students and not FRL students.	Provide devices and educational software for differentiated practice for student use at home. Expand structured practice for students while partnering with a family liaison to provide parents with targeted home-learning resources.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensure all students have access to high-quality instruction	Achievement gaps will be identified with i-Ready data

Student Group	Challenge	Solution
Students with IEPs	Students require additional support and practice opportunities to promote proficiency. Diverse learning needs require design of intentional scaffolds and supports, co-created by general education teachers and special education staff. Families require additional services to coordinate efforts to support student learning at home and at school.	Teacher teams will review individual goals and accommodations to ensure student supports in accessing grade-level content. Training, collaboration time, and support provided to general education and special education staff in order to meet students' individualized needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): In the Spring 2026 i-Ready Diagnostic Assessment, only 58% of students met their projected growth goals in reading, leaving 42% of students falling short of their target academic growth.

Critical Root Cause: Core Tier 1 reading instruction lacks consistent, data-driven differentiation and targeted small-group intervention, leaving teachers without the daily instructional frameworks necessary to address specific student skill gaps identified by diagnostic data.

Problem Statement 2: A large percentage (39%) of students overall are not achieving their reading projected growth goals. Students who are not proficient in reading will continue to fall behind because text complexity and cognitive demands on readers increase with each grade level.

Critical Root Cause: Need for professional learning on skillful teaching the NVACS and required increase in opportunities for discourse, and increase in rigor during instruction and assessment.

Problem Statement 3 (Prioritized): AB 335: Only 25.7% of English Learners demonstrated proficiency in English Language Arts on the 2026 state summative assessment, leaving nearly three-quarters of EL students behind grade-level literacy standards.

Critical Root Cause: AB 335: General education ELA instruction lacks systematic, daily language scaffolds, such as visual supports, explicit academic vocabulary instruction, and structured sentence frames, necessary for English Learners to access complex texts.

Problem Statement 4: AB 355: Only 27.2% of English Learners achieved proficiency on the 2026 state math summative assessment, demonstrating that language barriers hinder student performance in content-area problem-solving.

Critical Root Cause: AB 355 :Math instruction prioritizes procedural fluency over language-focused comprehension, failing to explicitly teach the specialized language, word problem syntax, and vocabulary required for EL students to interpret complex mathematical contexts.

Problem Statement 5: AB 355: Only 16.2% of English Learners achieved English language proficiency on the 2026 WIDA assessment, indicating slow overall language acquisition across reading, writing, listening, and speaking domains.

Critical Root Cause: AB 355: Targeted language instruction is primarily isolated to designated EL pull-out/push-in services rather than being embedded continuously throughout the school day across all content-area classes.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students reaching their projected growth goals in reading from 58% (spring, 2026) to 65% by spring of 2027 as

measured by the i-Ready Diagnostic Assessments.

Formative Measures: i-Ready Diagnostic

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Design and deliver high quality rigorous differentiated Tier 1 reading instruction by integrating LETRS informed instructional practices on the science of reading with adopted curriculum, instructional modeling and observation, and teacher-led discussions during PLCs, with an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Participate in district LETRS professional learning for K-5 teachers on the science of reading	principal, assistant principals, literacy specialist, K-5 teachers	Staff Development Days, August 2026 - May 2027				
2	Use screening data (e.g. KEA, i-Ready, 95) and formative assessment to design differentiated instruction (including small groups) within the literacy block.	classroom teachers, resource teachers	August 2026				
3	Leadership team will implement instructional rounds of 6 classrooms as scheduled using a Tier 1 observation tool; resulting data will be integrated into PLC conversations and drive professional learning needs	principal, assistant principals, literacy specialist, literacy interventionist, teacher-leaders	August 2026-May 2027				
4	Classroom teachers will implement i-ready for an average of 40 minutes per week during differentiated instruction to provide students an individualized learning pathway in reading	Classroom teachers	Weekly; August, 2026-May, 2027				
5	MTSS Team will meet monthly and use a structured Data-Driven Instruction (DDI) protocol to analyze reading data, set goals, and analyze walkthrough and observation data to provide immediate coaching and support.	MTSS Team (academic)	Monthly; August 2026-June, 2027				
Position Responsible: Principal Resources Needed: LETRS training materials and online learning sessions Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, collaboration, and to design professional learning Data from MAP Growth assessments, summative assessments, and other schoolwide formative assessments HMH Into Reading curriculum 95 Phonics Core curriculum							

Tier 1 literacy monitoring tool
1003(a) Funding for i-Ready personalized instruction

Evidence Level

Level 1: Strong: 95 Phonics Core Program

Level 2: Moderate: HMH Into Reading; i-Ready, Coaching; Data Analysis; i-Ready Personalized Instruction

Level 3: Promising: LETRS (Language Essentials for Teachers of Reading and Spelling); Professional Learning Communities (PLC); Exact Path (Edmentum)

Problem Statements/Critical Root Cause: Student Success 1

No review

No review

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Provide evidence-based intensive Tier 2 or Tier 3 reading intervention in small groups to provide targeted, supplemental instruction for students who are not making adequate progress.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Screen all students using diagnostic assessments (e.g., i-Ready) to identify specific reading skill deficits (phonemic awareness, phonics, fluency, or comprehension) and create skill-based, small-group intervention rosters for Tier 2 and Tier 3 support..	Reading Strategist, Tier 2/3 Multi-Tiered System of Supports (MTSS) Data Team	August 2026 - May 2027				
2	Administer progress monitoring probes to measure skill growth, host MTSS data chats to evaluate intervention responsiveness, and adjust group membership, intensity, or curriculum materials based on performance trends.	Reading Strategist, Grade-Level Classroom Teachers	August 2026 - May 2027				
3	Master schedule a dedicated 30 minute daily intervention block outside of core Tier 1 ELA instruction and deliver explicit, evidence-based reading interventions in small groups (3-6 students) using 95 Phonics Intervention program and kindergarten phonemic awareness	General Education Teachers, English Learner (EL) Specialists, Resource Teachers	August 2026 - May 2027				
4	Ongoing professional development for intervention staff on phonics routines, error correction, and guided reading strategies.	MTSS Team (academic)	August 2026-May 2027				
5	MTSS Team will design and deliver professional learning to staff on the framework for tiered supports, site timelines, grade-level expectations, and overview of supplemental curriculum	MTSS Team (academic)	August 2026-May 2027				
Position Responsible: Administration, Literacy Strategist, and Literacy Interventionist Resources Needed: RBG3 to provide instructional coaching and support Extra duty pay and purchase prep periods to provide time for learning walks, instructional coaching, and designing professional learning Data from i-Ready Growth assessments, summative assessments, and other schoolwide formative assessments 95 Comprehension program 95 Surge Vocabulary program 95 Phonics Tier 2 program and Phonics Leveled Library Evidence Level Level 1: Strong: Multi-Tiered Systems of Support (MTSS); 95 Phonics Intervention Programs Level 2: Moderate: Coaching; Data Analysis Level 3: Promising: MAP Growth assessment Problem Statements/Critical Root Cause: Student Success 1, 3							

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient in English Language Arts from 25.7% in 2026 to 30.7% in 2027, as measured by state summative assessments.

Increase the percentage of English Learners proficient in Math from 27.2% in 2026 to 31.2% in 2027, as measured by state summative assessments.

Increase the percentage of English Learners proficient from 16.2% in 2026 to 20.2% by 2027, as measured by WIDA.

Formative Measures: WIDA

i-Ready Projected CRT Proficiency

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement a systemic, dual-language framework combining Tier 1 sheltered ELA instruction, data-driven small-group interventions, and active family academic partnerships to accelerate both academic language acquisition and grade-level content mastery.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Train all core ELA and content-area teachers on explicit academic vocabulary routines (sentence frames, graphic organizers, and word banks).	EL Strategist	August 2026 - May 2027				
2	Use interim ELA data (i-Ready and/or district benchmarks) to group EL students by skill deficit (e.g., text-evidence comprehension vs. academic vocabulary). Provide 30-45 minutes of daily, targeted Tier 2 small-group instruction.	EL Strategist	August 2026 - May 2027				
3	Continue Data PLC (Professional Learning Community) meetings to track EL formative growth, language acquisition progress (WIDA/ELPAC levels), and standard mastery.	EL Teachers	August 2026 - May 2027				
4	Analyze previous year's WIDA ACCESS individual score reports to identify "near-proficient" ELs (e.g., Composite Levels 3.5-4.4). Create individualized WIDA Can Do Descriptors profiles for each student and disseminate them to core content teachers.	EL Teachers, content area teachers, & ELA Strategists	August 2026 - May 2027				
5	Implement academic writing routines (e.g., RACE strategy, claim-evidence-reasoning frames) and structured speaking protocols in both ELA and EL interventions.	ELA Teachers, content area teachers	August 2026 - May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Administer WIDA MODEL or district formative language benchmarks mid-year to monitor progress. Host student test-prep workshops to familiarize ELs with the online navigation, headsets, and recording functions for the Speaking domain.	Testing Coordinator, Strategists, Counselor	August 2026 - May 2027	

Position Responsible: ELA Strategists, ELA teachers, ELA content area teachers, Testing Coordinator

Resources Needed: Headsets with Microphones

Dedicated release time for ELA Strategists (especially in September and January) to pull roster data

WIDA Online Test Practice Platform

Writing Strategies

Evidence Level

Level 1: Strong: Clear, statistically significant improvement in target outcomes as measured by i-Ready

Problem Statements/Critical Root Cause: Student Success 3

No review	No review	
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Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Implement a systemic, language-focused math framework combining Tier 1 sheltered instruction (using SIOP/visual scaffolding), data-driven small-group math interventions, and targeted family math partnerships to accelerate both mathematical discourse and grade-level content mastery.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Provide professional development to all math educators on integrating language supports (e.g., sentence frames, graphic organizers, visual word walls, and structured partner talk) into daily Tier 1 math instruction.	Math Instructional Coach, ELL Specialist, & Assistant Principal	August 2026 - September 2026 (Ongoing quarterly refinement)				
2	Utilize math formative assessments and ACCESS/WIDA language proficiency data to group English Learners for targeted, small-group math interventions focusing on both foundational skills and academic math vocabulary.	General Education Math Teachers, ELL Teachers, & Interventionists	August 2026 - May 2027				
3	Conduct data chats with grade-level teams to analyze growth across both math benchmark assessments, adjusting student intervention groups and instructional strategies accordingly.	Administration, & Grade-Level 1-5 Math Teachers	August 2026 - May 2027				
Position Responsible: Math Strategist, math teachers, math content area teachers, Testing Coordinator Resources Needed: Data visualization Grade-level data PLCs CCSD Math Benchmark assessments WIDA ACCESS domain scores Flexible scheduling blocks Evidence-based math intervention curriculum materials Evidence Level Level 1: Strong: Randomized Control Study (Experimental) Level 2: Moderate: Quasi-Experimental Study (Matched Groups) Level 3: Promising: Correlational Study with Statistical Controls Problem Statements/Critical Root Cause: Student Success 3							

Adult Learning Culture

Adult Learning Culture Areas of Strength

PLC form and agenda usage increased, with 100% of PLCs followed the common meeting structure, which is a significant increase from last year. Frequency of PLC meetings increased significantly compared to last year. Staff survey data indicated positive responses associated with the impact of PLCs on student learning and teacher efficacy.

Adult Learning Culture Areas for Growth

Schoolwide, the majority of PLC sessions focused on the Plan stage of the teaching & learning cycle (39%) and the Teach stage (30%). Less time was spent on the Analyze stage (16%) and Respond stage (9%). The focus areas varied depending on grade level and subject, since some intermediate classrooms departmentalize. Much of the focus on planning is attributed to the new release of summative assessments aligned with the district adopted reading curriculum. The frequency of PLC meetings decreased during the second semester. In intermediate grades, PLC meetings were sometimes used during third quarter to examine lesson rigor compared to sample tasks from state testing and ensure students were prepared, part of the Plan stage.

The leadership team aims to streamline the PLC cycle by pairing clear documentation with intentional, user-friendly processes. To support this, school-wide systems and structures will be implemented in Fall 2026.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Provide professional learning on strategies for integrating academic language supports(e.g. content & language anchor charts, visible language supports, differentiated vocabulary supports). Analyze student performance data during PLC meetings.
Foster/Homeless	Students require specialized SEL support to reduce potential negative impact of environmental factors.	Counselor will provide professional development to staff on MTSS and dealing with students that have encountered trauma.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students require additional support and practice opportunities to promote proficiency. Families require additional services to coordinate efforts to support student learning at home and at school.	Ensuring a guaranteed curriculum responsive to student instructional needs, ELL funding will be leveraged to support teacher participation in professional learning focused on effectively planning instruction to support all learners.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensure all students have access to high-quality instruction	Achievement gaps will be identified with i-Ready data.
Students with IEPs	Students require additional support and practice opportunities to promote proficiency. Diverse learning needs require design of intentional scaffolds and supports, co-created by general education teachers and special education staff. Families require additional services to coordinate efforts to support student learning at home and at school.	Teacher teams will review monitor student progress toward grade-level instructional goals.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Currently, teaching staff do not consistently or fully implement the schoolwide Professional Learning Community (PLC) cycle across every instructional unit, as evidenced by inconsistent analysis of historical student data, incomplete essential skills mapping, and a lack of proficient-level self-reflection on the Schoolwide Reflection Tool.

Critical Root Cause: The school lacks a standardized PLC framework, protected collaborative planning time, and job-embedded professional development, resulting in varied team understanding and inconsistent execution of data analysis, curriculum mapping, and self-assessment routines across instructional units.

Problem Statement 2: A lack of standardized documentation and user-friendly processes has hindered the efficacy of the PLC cycle. Because current structures are not sufficiently intentional or clearly defined, collaboration varies significantly between teams, ultimately impacting the consistency of data-driven instruction. To ensure equitable student outcomes, the school must establish and implement clearer, more manageable systems for the Fall 2026 term.

Critical Root Cause:

The school has historically treated the PLC cycle as a compliance or documentation task rather than an actionable, structured workflow. Because clear, step-by-step processes were never explicitly mapped out or embedded into standard operating procedures, teams have been forced to interpret the cycle in isolation, leading to fragmentation and frustration.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 100% of teaching staff will demonstrate full implementation of the schoolwide PLC cycle by analyzing historical student data, mapping essential skills, and scoring at the 'Proficient' level or higher on the Schoolwide Reflection Tool across every instructional unit.

Formative Measures: Staff survey, PLC templates, PLC forms, Alamo Staff Handbook

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Establish a standardized, user-friendly, and data-informed school-wide PLC framework by Fall 2026 to eliminate collaborative inconsistencies and ensure equitable student outcomes.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Analyze historical data to target essential skills and student baseline knowledge.	Teachers, literacy specialist, math strategist	August 2026 - May 2027				
2	Apply teacher clarity practices and conduct assessments aligned to rigor criteria during instruction.	Teachers, literacy specialist, math strategist	August 2026 - May 2027				
3	Grade level teams will hold weekly PLC meetings to analyze student learning data and design differentiated learning opportunities	Grade level chair, teachers, literacy specialist, math strategist, administration	Weekly; August 2026 - May 2027				
4	Complete the Schoolwide Reflection Tool to evaluate instructional impact and adjust practice as measured by quarterly PLC submission logs.	Teachers, literacy specialist, math strategist	Bi-weekly; August, 2026 - May, 2027				
Position Responsible: Principal Resources Needed: Materials for PLC meetings Literacy Specialist & Math Strategist to train & facilitate grade level teachers in conducting data-driven PLC meetings Extra duty pay and purchase prep periods to provide time for teachers to attend PLCs, collaboration, and to design professional learning Data from i-Ready assessments, summative assessments, and other schoolwide formative assessments HMH Into Reading curriculum 95 Phonics Core curriculum PLC Purpose Tool PLC Reflection Tool 1003(a) Funding: Extra duty collaboration, prep buy out, substitutes, and support staff extra-duty pay Kindergarten phonemic awareness Kindergarten essential skills Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: PLCs - level Level 3: Promising: Analyze data in PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

At Alamo Elementary, the percentage score on the Tiered Fidelity Inventory (TFI) 3.0 increased from 22% on 5/2/2025 to 41% on 3/19/2026. In addition, there were fewer suspensions during the 2025-26 school year: down from 37 in 2023-24 to 32 in 2025-2026.

The percentage of students suspended stayed within 10% of the demographics in almost all areas. Asian suspended students were at 25.8% as opposed to the 21.6% population representation. Black/African American students were at 16.1% with the population at 19.8%. Hispanic/Latino students were suspended at 22.8% with the demographics at 30.4%. Suspensions for two or more races were at 9.7% with the demographics at 13.7%.

Connectedness Areas for Growth

When students were asked what the schoolwide expectations or values were for behavioral expectations, only 40% of students were correctly able to identify that they are to be respectful, responsible, and ready to learn. During the 2025-26 school year, our suspension rate for white students was at 25.8%, even though the percentage of our population is only 11.8%.

As measured by the PBIS TFI 3.0, schoolwide professional development and coaching, as well as classroom professional development and coaching, has consistently been one of the lowest systems in place. Professional learning is defined as the Tier 1 leadership team developing, documenting, and implementing a comprehensive, data-informed, and differentiated professional development system (PBIS/MTSS) for staff, supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to all school employed faculty/staff, as well as ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There are a wide array of languages with no dominate L2. Students will require differentiated instruction and visual cues to assist with rubrics and repeated direction.	Use differentiated supports and repeated instructions to build opportunities for success.
Foster/Homeless	Students require extended SEL support and differentiated discipline steps to reduce the impact of environmental factors.	Teacher, administration, and student should work with foster parent and/or case worker for extended progressive discipline when appropriate.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students require additional support and opportunities to practice appropriate behavior with environmental circumstances.	Teacher, administration, and student should work with parent for extended progressive discipline when appropriate.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Disconnects between diverse home cultural expectations and traditional school disciplinary policies often result in misunderstandings and inequitable outcomes for students.	Establish an active collaborative partnership among parents, teachers, students, and administration to develop culturally responsive disciplinary practices that ensure equitable treatment for every student.
Students with IEPs	IEP supports must be considered when dealing with discipline, including the nature of the disability.	Teacher, administration, and SEIF will collaborate to create a behavior plan (when applicable) to ensure the highest success rate possible for students to meet the students' individualized needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: As measured by the PBIS Tiered Fidelity Inventory (TFI 3.0), school-wide and classroom-level professional development and coaching consistently rank as the lowest-performing systems within the school's MTSS framework. Currently, the Tier 1 leadership team lacks a comprehensive, data-informed, and differentiated professional learning system. This gap results in school faculty and staff receiving inadequate initial training, ongoing coaching, and supportive performance feedback, which directly hinders their ability to implement positive and proactive classroom practices.

Critical Root Cause: The school has historically failed to allocate the necessary full-time equivalent (FTE) staffing and structural resources required to sustain an ongoing coaching model. Rather than treating PBIS professional learning as a continuous, job-embedded system of feedback and differentiated support, it has been treated as an isolated initiative. Without dedicated personnel to drive systemic coaching and explicitly align it with existing school initiatives, staff are left without the practical scaffolding needed to turn initial training into sustained classroom practices.

Problem Statement 2 (Prioritized): During the 2025-26 school year, a critical gap exists between the school's behavioral expectations and student awareness, with only 40% of students able to correctly identify the core values of being respectful, responsible, and ready to learn. This lack of a unified, clearly understood behavioral framework correlates with severe discipline disparities: white students accounted for 25.8% of all suspensions, despite making up only 11.8% of the total student population.

Critical Root Cause: The school relies on a passive, compliance-driven approach to discipline rather than a systematically taught and reinforced positive behavior framework. Because the "Respectful, Responsible, and Ready to Learn" values are not explicitly taught, modeled, or embedded into daily school culture, a vague behavioral standard exists. This ambiguity allows for inconsistent, subjective discipline practices, which directly drives the disproportionate suspension rates of white students.

Inquiry Area 3: Connectedness

SMART Goal 1: By June 2027, the school will increase student awareness of core behavioral values from 40% to at least 85% as measured by quarterly

school-wide climate surveys. Concurrently, through the explicit teaching and equitable enforcement of these values, the school will reduce the suspension rate of white students by at least 10 percentage points (from 25.8% to 15.8% or lower), narrowing the gap toward proportionality with their 11.8% population size.

Formative Measures: TFI 3.0, School-wide behavior data, School Minor Behavior Incident Tracker

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Strengthen Tier 1 Positive Behavior 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
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Hold a beginning of year training to share the SEB matrix with the staff.	Administrator, PBIS Team	August 2026				
2	Attend all Tier 1 trainings offered during the 2026-27 school year	PBIS Team	Ongoing (August - May)				
3	Administer the TFI 3.0 to obtain baseline data	PBIS Team	Fall (September 2026)				
4	Based on the results of the TFI prioritize one to three items for implementation focus	PBIS Team	Ongoing (September - December 2026)				
5	Teach the three schoolwide SEB expectations defined in a schoolwide teaching matrix with specific examples by setting and routine	PBIS Team	October 2026				
6	Post schoolwide expectations in common areas around the school	PBIS Team	December 2026				
7	Administer the Winter TFI 3.0 focused on the prioritization implementation items to monitor progress	PBIS Team	Winter (January) 2026				
8	Continue to work on strengthening Tier 1 PBIS Implementation by prioritizing items from the TFI 3.0 in which the school scored lower than a 2.	PBIS Team	Ongoing (January - May) 2027				
9	Administer the Spring TFI 3.0, focused on the prioritized implementation items, to monitor progress	PBIS Team	April - May, 2027				
Position Responsible: PBIS Team Resources Needed: Harmony (District provided) Panorama (District provided) Counselor (District Provided) Behavior Interventionist (Weighted)							
Evidence Level Level 1: Strong: Counselor 1 Level 4: Demonstrate Rationale: Rethink Ed; Student mentoring							
Problem Statements/Critical Root Cause: Connectedness 2							

Priority Problem Statements

Problem Statement 1: In the Spring 2026 i-Ready Diagnostic Assessment, only 58% of students met their projected growth goals in reading, leaving 42% of students falling short of their target academic growth.

Critical Root Cause 1: Core Tier 1 reading instruction lacks consistent, data-driven differentiation and targeted small-group intervention, leaving teachers without the daily instructional frameworks necessary to address specific student skill gaps identified by diagnostic data.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Currently, teaching staff do not consistently or fully implement the schoolwide Professional Learning Community (PLC) cycle across every instructional unit, as evidenced by inconsistent analysis of historical student data, incomplete essential skills mapping, and a lack of proficient-level self-reflection on the Schoolwide Reflection Tool.

Critical Root Cause 2: The school lacks a standardized PLC framework, protected collaborative planning time, and job-embedded professional development, resulting in varied team understanding and inconsistent execution of data analysis, curriculum mapping, and self-assessment routines across instructional units.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2025-26 school year, a critical gap exists between the school's behavioral expectations and student awareness, with only 40% of students able to correctly identify the core values of being respectful, responsible, and ready to learn. This lack of a unified, clearly understood behavioral framework correlates with severe discipline disparities: white students accounted for 25.8% of all suspensions, despite making up only 11.8% of the total student population.

Critical Root Cause 3: The school relies on a passive, compliance-driven approach to discipline rather than a systematically taught and reinforced positive behavior framework. Because the "Respectful, Responsible, and Ready to Learn" values are not explicitly taught, modeled, or embedded into daily school culture, a vague behavioral standard exists. This ambiguity allows for inconsistent, subjective discipline practices, which directly drives the disproportionate suspension rates of white students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: Only 25.7% of English Learners demonstrated proficiency in English Language Arts on the 2026 state summative assessment, leaving nearly three-quarters of EL students behind grade-level literacy standards.

Critical Root Cause 4: AB 335: General education ELA instruction lacks systematic, daily language scaffolds, such as visual supports, explicit academic vocabulary instruction, and structured sentence frames, necessary for English Learners to access complex texts.

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

- Grades
- I-Ready
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$365,631.73	1 full-time SEIF to provide instructional coaching & support to special education teachers (\$62,733.24) 1 floater SPTA to provide support in Special Education classrooms (\$51,805.53) 1 full-time math strategist to provide coaching and PLC support (125,546.48) 1 full-time behavior strategist to provide coaching to teachers regarding behavior (\$125,546.48)	Student Success Goal Adult Learning Culture Goal Connectedness Goal
At-Risk Weighted Allocation	\$323,118.07	- School Behavior Monitor (\$90,225.04) 2 CSR Licensed teachers for 2nd and 5th Grade (\$209,947.26) - Preparation Period Buy-Outs to conduct PLC's (\$22,945.77)	Student Success Goal Adult Learning Culture Goal
EL Weighted Allocation	\$569,143.16	4.5 Teachers, Class Size Reduction (\$494,279.67) - Preparation Period Buy-Outs to conduct PLCs (\$45,386.69) - CTT's to provide tiered academic supports in English Language Arts (\$29,476.80)	Student Success Goal Adult Learning Culture Goal
General Carry Forward	\$1,622.14	Licensed teacher in 3rd grade (\$126,000)	Student Success Goal
1003(a): District Allocation	\$5,454,702.03	i-Ready personalized instruction, extra duty collaboration, substitutes, prep buy out, support staff extra duty	Student Success Goal, Adult Learning Culture Goal

School Organizational Team

Team Role	Name	Position
Parent Member	Reina Kahalewai-Burdett	Parent
Parent Member	Richard Carey	Parent
Support Staff Member	Valerie Zeller	Library Aide
Parent Member	Jody Rookhuyzen	Parent
Parent Member	Maria Herrera	Parent
Licensed Staff Member	Vivian Solidum	Teacher (Kinder)
Licensed Staff Member	Jennifer Szemety	Behavior Interventionist
Principal	Todd Lindberg	Principal

School Continuous Improvement Team

Team Role	Name	Position
CIT Member	Pia Ambrosio	Teacher (5th Grade)
CIT Member	Lisa Bishop	Teacher (5th grade)
CIT Member	Anthony Gularte	Teacher (5th grade)
CIT Member	Nicole Rabago	Teacher (4th grade)
CIT Member	Lori Serett	Teacher (3rd grade)
CIT Member	Angela Nixon	Teacher (3rd grade)
CIT Member	Kris Magalnik	Teacher (2nd grade)
CIT Member	Angela Taylor	Teacher (2nd grade)
CIT Member	Julie Hewitt	Teacher (1st grade)
CIT Member	Kari Rasmussen	Teacher (1st grade)
CIT Member	Constance Campbell	Teacher (Kinder)
CIT Member	Cecilia Clemmons	School Counselor
CIT Member	Jeerawan Kawado	Math Interventionist
CIT Member	Amanda Eveleigh	Literacy Specialist
CIT Member	Shannon Regin	Assistant Principal
CI Team Lead	Jandelle Blackway	Assistant Principal
Required	Todd Lindberg	Principal