

Clark County School District

Galloway, Fay ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 1 Star School

Title I, CSI



District Approval Date: July 21, 2026

Mission Statement

At Fay Galloway Elementary School, our mission is to foster a vibrant learning community where every child is nurtured to grow, learn, and thrive.

Vision

Our vision is to cultivate a generation of lifelong learners who are not only academically accomplished but also deeply empathetic, open to the endless possibilities of the future, and guided by unwavering integrity.

We strive to foster a community where the pursuit of knowledge is not merely a task but a lifelong journey, where individuals are empowered to continually seek growth and enlightenment while upholding the highest standards of honesty and ethical conduct. We aspire to nurture a generation of scholars who not only excel academically but also embody integrity, empathy, understanding, and compassion in their interactions with others.

We believe that education is a collaborative effort that extends beyond the walls of our school. Therefore, we actively seek to engage parents, families, and the broader community as partners in our mission. By building strong partnerships and fostering positive relationships, we create a supportive and inclusive community where every member feels valued, respected, and empowered to contribute to the success of our students.

Our aim is to instill in students a sense of curiosity and wonder, guiding them to explore the vast expanse of human knowledge and to embrace the diverse perspectives that shape our world. By cultivating these qualities, we endeavor to prepare them not only for the challenges of today but also to be resilient, adaptable, and open-minded individuals who are ready to embrace the ever-evolving landscape of the future.
(Created August, 2024)

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/fay_galloway_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on MAP proficiency data from Spring 2026, Math grew from 40% (Fall 2025) to 48% (Spring 2026) and Reading grew from 41% (Fall 2025) to 46% (Spring 2026).

Reading MAP Assessment data show that students in the 0-40th percentile decreased from 41% in fall to 35% in spring. Students above the 60th percentile increased from 41% in winter to 46% in spring. Math MAP Assessment data show that students in the 0-40th percentile decreased from 36% in winter to 33% in spring. Students above the 60th percentile increased from 40% in winter to 48% in spring. 2024-2025 SBAC data show that 48.3% of students are proficient in reading and 48.6% of students are proficient in math. This indicates an increase of 8.3 percentage points in reading and a 9.2 percentage point increase in math from the 2024-2025 school year. While this shows an increase, overall predicted proficiency is low for math and ELA.

Student Success Areas for Growth

Galloway will be focused on increased student engagement and differentiation to support our efforts in Tier 1 instruction.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall 2026 i-Ready Data: There is an achievement gap of 28% points between LEP and non-LEP students at the 70th percentile in Reading. There is an achievement gap of 18% points between LEP and non-LEP students at the 80th percentile in Math . LEP % (Math 0%/Reading 0%)	AB335 Educators will facilitate language-focused small group instruction. • WIDA assessment preparations ◦ Small group instruction ◦ WIDA practice assessments

Student Group	Challenge	Solution
Foster/Homeless	Homeless % (Math 50%/Reading 50%)	The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch		Teachers will provide Tier I differentiated and/or Tier II instructional support for students.
Racial/Ethnic Minorities	Black/African American subgroups: % (Math 38%/Reading 33%) Hispanic/Latino: % (Math 32%/Reading 39%)	Teachers will participate in professional learning focused on equity in education, culturally responsive teaching, and strategies for closing achievement gaps.
Students with IEPs	IEP% (Math 10%/Reading 10%)	1003(a) funding CSI Special education teachers and special education instructional facilitator will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. SSD project facilitator provides individualized professional learning and leads data conversations with special education teachers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Proficiency in reading and math has decreased. Spring MAP Growth data shows 41% of students are projected to be proficient in math, and 43% of students are projected to be proficient in reading on the state summative assessment.

Critical Root Cause: Lack of consistent implementation of PLCs. Inconsistent Tier I differentiation and small group instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students who are scoring at or above the 61st percentile from MAP proficiency data in Math at 48% (Spring 2026) to 53% (Spring 2027), as measured by i-Ready Assessment.

Increase the percentage of students who are scoring at or above the 61st percentile from MAP proficiency data in Reading at 46% (Spring 2026) to 51% (Spring 2027), as measured by i-Ready Assessment.

Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Math.

Based on the i-Ready Fall 2026 assessment, 85% of students are below grade level in Reading.

Strategic Plan Alignment

(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Inclusive Classrooms that Support Every Learner)

(Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: Focus Ed
i-Ready

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Teachers will consistently use Tier 1 instructional materials. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback. Teachers will use common district developed resources during reading and mathematics instruction including learning progressions, learning intentions and success criteria. Teachers will implement small group differentiated instruction. The Instructional Team will monitor implementation by creating a monthly walk through schedule and providing feedback.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Grade-level PLCs will meet twice per week to unwrap standards utilizing District developed resources and analyze student data.	Administrators	2026-2027					
2	Targeted data analysis PLC dates will be scheduled throughout the school year.	Administrators	2026-2027					
3	Teachers will provide high-quality Tier I instruction in reading and mathematics using enVision Mathematics 2020 and HMH Into Reading.	Administrators	2026-2027					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	enVision Mathematics 2020 and HMH Into Reading assessments will be utilized as common assessments for each grade level.	Administrators	2026-2027	
5	Teachers will implement differentiated small group Tier I instruction in reading and math.	Administrators	2026-2027	
6	All teachers will include math fluency in the math block using Number Talks (K-5 and SPED) and Fact Tactics (Grade 3).	Administrators	2026-2027	
7	Teachers will engage students with District developed learning intentions and success criteria throughout math and reading lessons.	Administrators	2026-2027	
8	Teachers will utilize iReady for reading and mathematics aligned with student iReady Assessment data..	Administrators	2026-2027	
9	The Instructional Team will conduct learning walks utilizing District developed look-for tools to determine needs for differentiated professional learning.	Administrators and Strategists	2026-2027	
10	Conduct math learning walks with Savvas implementation manager and targeted PL and coaching based on data collected.	Adminsitrators	2026-2027	
11	Teachers will participate in grade-level data meetings after Winter iReady assessment.	Administrators	2026-2027	
12	RTI team will conduct grade-level check-in meetings with teachers.	Administrators	2026-2027	
13	Teachers will meet with HMH Coachly coaches twice per month.	Administrators	2026-2027	
14	Special education teachers will align IEP goals for resource students to PSI data.	SEIF	2026-2027	
15	Teachers will implement CHAMPS throughout instruction daily.	Administrators	2026-2027	
16	Teachers will utilize 95 Phonics Lesson Library during acceleration blocks. Special education teachers will utilize 95 RAP to support Tier III students.	Adminstrators	2026-2027	

Position Responsible: Admin

Resources Needed: enVision Mathematics 2020

HMH Into Reading

95 Phonics

iReady

District developed resources (Elementary Math Framework, Literacy Framework, pacing guides, Teacher Clarity Guides, Curriculum Hub)

Professional learning

Schedule of learning walks

Staff Development Days
Dedicated professional learning time
Dedicated PLC time
Substitutes
95 Phonics Lesson Library/95 Comprehension Kits/95 RAP

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: Core 95 Phonics

Level 2: Moderate: HMH Reading

Level 3: Promising: EnVision Mathematics 2020

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details

Improvement Strategy 2: Conduct intensive Tier 1 and 2 differentiated instruction to meet student needs and provide growth opportunities.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Master schedule will include dedicated acceleration blocks.	Administrators	2026-2027	
2	Teachers will dedicate time in math and reading for Tier 1 differentiated instruction groups daily.	Administrators	2026-2027	
3	Teachers will collaborate and share instructional strategies during PLCs.	Administrators	2026-2027	
4	PLC time will be dedicated to unwrapping academic standards, reviewing student assessment data and planning for differentiated instruction.	Administrators	2026-2027	
5	Teachers will use student data, teacher observation, including weekly and unit assessments to fluidly group students based on student needs and skill sets.	Administrators	2026-2027	
6	Teachers will utilize iReady for reading and mathematics aligned with student iReady Assessment data.	Administrators	2026-2027	
7	RTI team will conduct grade-level check-in meetings with teachers.	Administrators	2026-2027	
8	Targeted data analysis PLC dates will be scheduled throughout the school year.	Administrators	2026-2027	
9	Learning strategists will engage teachers in coaching cycles.	Strategists	2026-2027	
10	Special education teachers will align IEP goals for resource students to PSI data.	SEIF	2026-2027	

Reviews

Status Check

EOY Reflection

Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
11	Teachers will utilize 95 Phonics Lesson Library during acceleration blocks. Special education teachers will utilize 95 RAP to support Tier III students.	Administrators	2026-2027	

Position Responsible: Admin

Resources Needed: enVision Mathematics 2020

HMH Into Reading

95 Phonics Lesson Library

iReady

95 Comprehension Kit

95 RAP

Tier II mathematics instructional materials

Professional learning

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: Core 95 Phonics

Level 2: Moderate: HMH Into Reading

Level 3: Promising: EnVision Mathematics 2020

Problem Statements/Critical Root Cause: Student Success 1

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Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers are using common formative assessments to support rich data conversations. We have a common PLC agenda/minutes template to support the implementation of PLCs.

Adult Learning Culture Areas for Growth

We need to strengthen the connection between PLC discussions and classroom practice. While our PLC conversations are strong, we must ensure that the strategies, agreements, and action steps identified during collaboration are consistently implemented in instruction. Increasing follow-through, accountability, and ongoing monitoring will help ensure that what we plan in PLCs is truly happening in classrooms and impacting student learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP % (Math 11%/Reading 11%)	AB335 Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning focused on effectively planning instruction to support English learners.
Foster/Homeless	Homeless % (Math 80%/Reading 80%)	Teachers will analyze data in PLC and make instructional decisions based on student data. The school counselor and student success advocate will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch		Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning on how to analyze and interpret data related to the performance of free and reduced lunch students and use this data to inform instructional strategies.
Racial/Ethnic Minorities	Black/African American subgroups:(Math 25%/Reading 29%) Hispanic/Latino: (Math 46%/Reading 52%)	Teachers will analyze data in PLC and make instructional decisions based on student data. Teachers will participate in professional learning focused on equity in education, culturally responsive teaching, and strategies for closing achievement gaps.
Students with IEPs	IEP% (Math 17%/Reading 15%)	1003(a) funding ATSI Special education teachers and special education instructional facilitator will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is inconsistency in ensuring that agreed-upon instructional strategies and action steps are consistently implemented in classrooms.

Critical Root Cause: There is limited systems-level accountability and monitoring between PLC planning and classroom implementation. Expectations for follow-through are not always clearly defined or consistently checked, and there is not yet a strong, ongoing feedback loop to ensure that instructional decisions made in PLCs are carried out with fidelity in daily instruction.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year 100% of PLC meetings will document teachers' backwards planning, analyzing assessments and student performance, and tracking progress toward meeting goals as measured by observations of PLC meetings using the the Galloway PLC Observation Tool. (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: PLC documents

Lesson plans

Walk through documentation

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Improve the quality and consistency of PLCs by implementing a schoolwide structure for PLCs.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Create PLC meeting schedule during teacher contract time.	Administrators	2026-2027					
2	Targeted data analysis PLC dates will be scheduled throughout the school year.	Administrators	2026-2027					
3	All grade-level PLCs meet simultaneously in collaboration room.	Administrators	2026-2027					
4	Administrators and strategists will be present at each PLC meeting to support teams. Teachers will engage in guided data analysis with iReady and formative/summative assessment data (updated 9/26).	Administrators and Strategists	2026-2027					
5	Revise PLC templates, guiding forms, data analysis tools for PLCs.	Administrators	2026-2027					
6	Create and maintain PLC tracker for PLCs to indicate date, focus, and outcomes of PLC meetings.	Administrators	2026-2027					
7	Focus PLC time on the selection of common formative assessments for data analysis.	Administrators and Strategists	2026-2027					
8	Provide ongoing professional learning to all teachers about schoolwide PLC structure and expectations.	Administrators	2026-2027					
9	Monitor PLC meetings and documents. Provide feedback to grade-levels regarding the PLC process.	Administrators	2026-2027					
10	Instructional leadership team will collaboratively review PLC minutes and provide feedback to grade-level PLCs.	Administrators and Strategists	2026-2027					
Position Responsible: Admin								
Resources Needed: PLC templates, guiding forms, data analysis tools PLC calendar Professional learning								
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2								
Evidence Level Level 3: Promising:								
Problem Statements/Critical Root Cause: Adult Learning Culture 1								

Connectedness

Connectedness Areas of Strength

Overall, students feel safe at school and feel like they are treated respectfully by staff.

Connectedness Areas for Growth

Building peer-to-peer relationships and respect for diversity among students. On the 2024-2025 district wide survey, only 66.4% of students responded positively to the statement, “Students treat other students with respect, regardless of differences like race, ethnicity, gender, or disability.” This is a decrease from the prior year (69.44%).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP % (Math 11%/Reading 11%)	AB335 Teachers will use cooperative learning strategies, such as group projects and peer tutoring, to encourage interaction between ELL students and their peers and assign diverse groups to promote cross-cultural understanding and friendships.
Foster/Homeless	Homeless % (Math 80%/Reading 80%)	The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch		The school counselor will work to build partnerships with community organizations that support FRL families. These partnerships can offer additional resources, such as tutoring, mentoring, and after-school programs.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Black/African American subgroups: (Math 25%/Reading 29%) Hispanic/Latino: (Math 46%/Reading 52%)	Teachers will use group work and cooperative learning techniques that promote interaction and collaboration among students from diverse backgrounds.
Students with IEPs	IEP% (Math 17%/Reading 15%)	1003(a) funding ATSI Teachers will pair students with IEPs with supportive peers to foster collaboration and positive relationships.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Galloway Elementary School is experiencing a significant challenge with chronic absenteeism, evidenced by a 2025-2026 baseline rate of 17.3% of students being chronically absent. This high rate impedes consistent student engagement in learning, negatively impacts academic achievement, and disrupts the overall continuity of instruction and school community.

Critical Root Cause: Inconsistent proactive identification and early intervention for students trending towards chronic absenteeism. Varying levels of student and family engagement with the importance of consistent daily attendance.

Problem Statement 2 (Prioritized): Identified disproportionate behavior percentage for students related to suspensions.

Critical Root Cause: Larger class sizes and elimination of student success advocate, due to budget cuts. Star program.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the suspension with instruction incidents from 18 to 14 for students during the 2026-2027 school year, as measured by school-wide office discipline referrals.

Suspension with instruction: 18 (94.4% IEP, 100% Male, 16.7% Black/African American) (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Fall 2026 Data:

As of October 2026, there have been 4 suspensions with instruction resolutions.

Aligns with District Goal

Formative Measures: TFI 3.0

School wide behavior data

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Implement a schoolwide Positive Behavior Intervention System (PBIS) and SEL curriculum.						Status Check		EOY Reflection
						Oct	Feb	June
						In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Participate in the Elementary School Support Model.	Administrators	2026-2027					
2	Utilize Panther Den for students.	Administrators	2026-2027					
3	Implement PBIS.	Administrators	2026-2027					
4	Utilize digital program (5-Star Students) for data tracking of PBIS.	Administrators	2026-2027					
5	Administer TFI 3.0 three times throughout the year.	MTSS Champion	2026-2027					
6	Based on the results of the TFI, prioritize one to three TFI items for implementation focus.	Administrators	2026-2027					
7	Implement Google Meet behavior assemblies to re-teach behavior expectations.	Administrators	2026-2027					
8	Dedicate time in master schedule for morning meetings and engage students in morning meetings daily.	Administrators	2026-2027					
9	Implement restorative practices including classroom morning meetings.	Administrators	2026-2027					
10	Counselor will conduct diverse counseling and social skills groups.	School Counselor	2026-2027					
11	Implement a schoolwide respect survey twice per year.	Strategists	2026-2027					
12	Disaggregate the survey data by grade-level and present it to the Leadership Team at a leadership team meeting to determine areas of need.	Strategists/ Administrators	2026-2027					
13	Host Positive Panther celebrations.	Administrators	2026-2027					
14	Hold monthly schoolwide "First Friday" morning meetings for celebrations along with "Second Cup of Coffee" parent meetings to strengthen family partnerships.	Administrators	2026-2027					
15	Implement CHAMPS daily throughout instruction.	Administrators	2026-2027					
Position Responsible: Admin								
Resources Needed: Funding for Panther Den supplies								

Funding for Positive Panther celebrations 5-Star Students Professional learning for staff around restorative practices SEB Team 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: Level 2: Moderate: Problem Statements/Critical Root Cause: Connectedness 2			
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Inquiry Area 3: Connectedness

SMART Goal 2: By May 20, 2027, our school will reduce its chronic absenteeism rate by 10% from the 2025-2026 school year baseline of 17.3%, resulting in a target rate of 15.57%, as measured by attendance data in Infinite Campus. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Fall 2026 Data:

As of October 2026, the chronic absenteeism rate is 15.9%.

Aligns with District Goal

Formative Measures: Bi-weekly attendance will be monitored to identify students who are accumulating absences at a rate that suggests they will likely become chronically absent (10% absences).

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement a Proactive, Data-Driven Multi-Tiered System of Support (MTSS) for Attendance					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Establish a Dedicated, Cross-Functional Attendance Intervention Team consisting of administration, Communities in Schools (CIS) Site Coordinator, Strategist, and School Clerk.	Administrators	2026-2027				
2	Review and revise the Galloway Elementary Attendance Intervention Plan.	Attendance Intervention Team	2026-2027				
3	Follow the procedures in the Galloway Elementary Schoolwide Attendance Intervention System for specific numbers of absences detailed in the plan.	Administrators, Teachers, Communities in Schools Site Coordinator, Clerk	2026-2027				
4	Hold bi-weekly attendance intervention team meetings to analyze attendance data and identify Tier II and Tier III students for interventions.	Administrators	2026-2027				
5	Implement Tier I strategies for daily attendance - daily attendance tracker, Random Attendance Days (RAD), quarterly Proud to Be Present Panther Family Hangout, class rewards for perfect attendance.	Administrators	2026-2027				
6	Implement Tier II/III strategies for identified students - check-in with CIS Site Coordinator, attendance contract, parent meeting with administration.	Communities in Schools Site Coordinator	2026-2027				
7	Evaluate effectiveness of the attendance plan quarterly through data analysis. Adjust strategies as needed based on attendance data and feedback from students, parents, and staff.	Attendance Intervention Team	2026-2027				
Position Responsible: Admin Resources Needed: Student Success Advocate Funding for RAD rewards Funding for Proud to Be Present Panther Family Hangouts Evidence Level Level 1: Strong: MTSS Framework Problem Statements/Critical Root Cause: Connectedness 1							

Priority Problem Statements

Problem Statement 1: Proficiency in reading and math has decreased. Spring MAP Growth data shows 41% of students are projected to be proficient in math, and 43% of students are projected to be proficient in reading on the state summative assessment.

Critical Root Cause 1: Lack of consistent implementation of PLCs. Inconsistent Tier I differentiation and small group instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Galloway Elementary School is experiencing a significant challenge with chronic absenteeism, evidenced by a 2025-2026 baseline rate of 17.3% of students being chronically absent. This high rate impedes consistent student engagement in learning, negatively impacts academic achievement, and disrupts the overall continuity of instruction and school community.

Critical Root Cause 2: Inconsistent proactive identification and early intervention for students trending towards chronic absenteeism. Varying levels of student and family engagement with the importance of consistent daily attendance.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: There is inconsistency in ensuring that agreed-upon instructional strategies and action steps are consistently implemented in classrooms.

Critical Root Cause 3: There is limited systems-level accountability and monitoring between PLC planning and classroom implementation. Expectations for follow-through are not always clearly defined or consistently checked, and there is not yet a strong, ongoing feedback loop to ensure that instructional decisions made in PLCs are carried out with fidelity in daily instruction.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Identified disproportionate behavior percentage for students related to suspensions.

Critical Root Cause 4: Larger class sizes and elimination of student success advocate, due to budget cuts. Star program.

Problem Statement 4 Areas: Connectedness

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
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- 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

Adult Learning Culture

- Equity data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other

Connectedness

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

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

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.

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

Title I funding is used to fund 1.55 teachers to support smaller class sizes and differentiated instruction for more targeted learning.

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

There are multiple opportunities for parent involvement. We host a meet and greet at the beginning of the school year and a meet and greet in the afternoon prior to the start of the school year. SOT meetings are held virtually after school. We host monthly parent meetings in the morning on the first Friday of each month. Each grade level hosts a family engagement evening or learning side-by-side day during the school year where they engage with students and learn about ways to support student learning.

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	\$3,087,909.00	To fund teacher salaries and instructional supplies. To support activities such as substitute teachers for data days for teachers and parent activities. To also fund an additional learning strategist and a student success advocate.	Inquiry Areas 1, 2, and 3
At-Risk Weighted Allocation	\$123,959.00	To fund teacher salaries in order to decrease class size.	Inquiry Areas 1, 2, and 3
EL Weighted Allocation	\$56,879.00	To fund partial teacher salaries who support to students with identified needs for EL support.	Inquiry Areas 1, 2, and 3
General Carry Forward	\$0	To support activities such as substitute teachers for data days for teachers and parent activities. To also fund an additional learning strategist.	Inquiry Areas 1, 2, and 3
At-Risk Weighted Carry Forward	\$0	To fund teacher salaries in order to decrease class size.	Inquiry Areas 1, 2, and 3
EL Weighted Carry Forward	\$2,241.74	To fund partial teacher salaries who support to students with identified needs for EL support.	Inquiry Areas 1, 2, and 3
Title I	\$177,755.00	To fund two teachers to help reduce class size and one learning strategist. This funding source will also be used to support 5-Star Students app for PBIS.	Inquiry Areas 1, 2, and 3
1003 (a) (District Allocation)	\$5,454,702.03	To fund HMH Coachly, Savvas implementation manager, iReady, Communities in Schools Site Manager, and extra-duty pay for teacher collaboration and professional learning.	Inquiry Areas 1, 2, and 3

School Continuous Improvement Team

Team Role	Name	Position
Principal	Barbara Griffin	Principal
Assistant Principal	Jessica Knudson	Assistant Principal
Learning Strategist	Dwayne Hushaw	Learning Strategist
RBG3 Strategist	Alejandra Villegas	RBG3 Strategist
Teacher	Amber Holman	SEIF
Teacher	Courtney Hitchcock	Teacher
Teacher	Patricia Davis	Teacher
Teacher	Dajana Henderson	Teacher
Teacher	Holli Bradley	Teacher
Teacher	Nicole Szynski	Teacher
Teacher	Luis Medrano	Teacher
Teacher	Stacy Carney	Teacher
Support Staff	Kathy McAnally	Clerk
Parent	Ana Marie Binder	SOT Chair
Parent	Renee McKinley-Dye	SOT Member

Community Outreach Activities

Activity	Date	Lesson Learned
Leadership Team Meeting	May 14, 2026	Act 1 completed
SOT Meeting	May 21, 2026	Act 1 reviewed an 2026-2027 SIP approved
Leadership Team Meeting	September 16, 2026	Act 2: Status Check 1 completed
SOT Meeting	September 17, 2026	Act 2: Status Check 1 reviewed