Clark County School District

Wasden, Howard ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

District Approval Date: October 20, 2026

Mission Statement

Wasden Elementary School fosters the intellectual and personal growth of students within a safe environment designed to cultivate each child's full potential. Diversity is cherished and celebrated and the unique learning style of each child is embraced.

Vision

The vision of Howard Wasden Elementary School is to involve parents, staff, community, and students in the full development of the potential of all students academically, socially, and emotionally. Students will become learners as they are provided a safe, nurturing and motivating educational environment. Through the partnership between dedicated parents, supportive community, motivated staff, and visionary leadership, our students will explore and invest in their educational future.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/clark/wasden,_howard_es/2026/nspf

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 63% of K-5 students met their growth projection on the Spring 2026 MAP Growth Assessment in ELA.
- 64% of K-5 students met their growth projection on the Spring 2026 MAP Growth Assessment in Math.
- 80% of Grade 1 students met their growth projection on the Spring 2026 MAP Growth Assessments in ELA and Math.
- 54% of Grade 1 students identified as ELL met their target on 2026 WIDA Overall.
- 100% of students identified as American Indian/Alaska Native achieved Level 4 on the 2026 SBAC in ELA.
- 100% of students identified as American Indian/Alaska Native achieved Level 4 on the 2026 SBAC in Math.
- 100% of students identified as Asian achieved Level 3 or higher on the 2026 SBAC in ELA.
- 60% of students identified as Asian achieved Level 3 or higher on the 2026 SBAC in Math.
- 100% of students identified as Hispanic achieved Level 3 on the 2026 NAA in Math.

Student Success Areas for Growth

- 46% of kindergarten students met their projected growth target on the Spring 2026 Growth Assessment in ELA.
- 42% of second grade students met their projected growth target on the Spring 2026 MAP Growth Assessment in ELA.
- 41% of Grade 5 students met their projected growth target on the Spring 2026 MAP Growth Assessment in Math.
- 31% of EL students in Grade 5 met their projected growth target on the Spring 2026 MAP Growth Assessment in Math.
- 26% of students identified as Black/African American achieved Level 3 or higher on the 2026 SBAC in ELA.
- 16% of students identified as Black/African American achieved Level 3 on the 2026 SBAC in Math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		• Title III funding will be leveraged to provide curricular materials to support language acquisition. • Title III funding will be leveraged to provide access to an online language-focused adaptive

English Learners	• There is an 6% achievement gap between the Non-EL and ELs in reading, and an 11% achievement gap between Non-EL and ELs in math based on MAP Projected CRT Proficiency. • Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • Teachers need more opportunities to analyze the successes and shortcomings in EL student achievement during PLCs. • English learners face academic challenges a they continue to develop proficiency in the English language.	program for ELs. • Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. • Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.

Student Group	Challenge	Solution
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/ Homeless and Not Foster/Homeless students. Students who are in the foster care system and/or homeless experienced high absenteeism rates resulting in missed instruction. As a result, students need ample time for scaffolding in both HMH and Envision as well as access to supplemental materials including Exact Path.	• The school social worker will implement wrap-around services to increase student attendance and provide evidence-based programs targeted to at-risk youth. • We will specifically track our Foster/Homeless students during data analysis to ensure equity.
Free and Reduced Lunch	There is currently no identifiable achievement gap between Free and Reduced Lunch and Not Free and Reduced Lunch.	• Provide Tier I differentiated instruction, Tier II instructional support for students.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• There a 20% achievement gap between Black/ African American and Hispanic students in reading, and a 15% achievement gap between the Black/African American students and Hispanic students in math. • Data indicates Black/African American students are experiencing academic performance gaps compared to other racial/ethnic minorities. These disparities highlight the need for culturally responsive practices, target supports, and equitable access to high-quality instruction. • Teaching staff lack time to practice and lack competency with the curriculum. Additional support, coaching, and observational feedback in both Math and ELA are needed.	• Incorporate multicultural resources into Tier I instruction to promote awareness and inclusivity. • We will specifically track our Black/African American (49% met growth target on Spring 2026 MAP ELA Growth Assessment) and Multiracial students (58% met growth target on Spring 2025 MAP ELA Growth Assessment) during data analysis to ensure equity.

Student Group	Challenge	Solution
Students with IEPs	• There is a projected 44% achievement gap between the Students without IEPs and students with IEPs in reading, and a projected 33% achievement gap between Students without IEPs and Students with IEPs in math. • Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure assess to grade-level content. • Fully staffing all special education programs with teachers as well as building capacity in both general education and special education teachers to provide scaffolds to meet students' individual needs.	• The special education instructional facilitator will provide co-teaching opportunities in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modification. • The special education teachers and special education instructional facilitator will participate in grade-level PLCs to analyze data, determine students' needs, and plan effective instruction and support. • We will specifically track our IEP students (49% met growth target on Spring 2026 MAP ELA Growth Assessment) during data analysis to ensure equity.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 41% of K-5 students achieved at the 61st percentile on the Spring 2026 ELA MAP Growth Assessment.
Critical Root Cause: Teachers are not yet proficient in executing Tier I curriculum with an emphasis on small group instruction and tasks have not been rigorous enough to prepare students for DOK 2, 3, and 4 tasks.

Problem Statement 2 (Prioritized): 40% of K-5 students achieved at the 61st percentile on the Spring 2026 Math MAP Growth Assessment.
Critical Root Cause: Students lack the skills necessary to move from utilizing basic foundational skills to displaying complex mathematical reasoning.

Problem Statement 3 (Prioritized): 36% of ELs were projected proficient on SBAC ELA in Spring 2026 compared to 42% of non-EL students.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to lack of focus of targeted EL instruction within Tier I instruction.

Inquiry Area 1: Student Success

SMART Goal 1: By June 2027, at least 60% of students will achieve mastery (defined as a score of 70% or higher) on classroom summative assessments on their first attempt, as measured by standardized district rubrics and grading data. (Academic Excellence: Strong Readers, Writers, and Communicators)(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: FocusEd data, lesson plans

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

Improvement Strategy 1: Focus on Tier I instruction to ensure students receive instruction to meet the full and implied intent of the standard(s).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Grade-level collaboration (PLCs) for rigor in Tier I using the PLC+ tools.	Administration, Strategists, Teachers	Fall 2026-Spring 2027	
2	Analyze and utilize data for instruction (iReady Inform, KEA Gold, FastBridge, Accelerated Reader)	Administration, Strategists, Teachers	Fall 2026-Spring 2027	
3	Utilize CCSD provided instructional materials	Administration, Strategists, Teachers	Fall 2026-Spring 2027	
4	Ensure standards/targets match tasks at appropriate rigor.	Administration, Strategists, Teachers	Fall 2026-Spring 2027	

Position Responsible: Principal, Assistant Principal, RBG3 Strategist, Teachers

Resources Needed: Materials needed: HMH - Into Reading
Data from FocusEd
MAP achievement data
Summative assessment data
Funds for teacher extra duty pay

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: PLCs, HMH, Exact Path
Level 3: Promising: LETRS

Problem Statements/Critical Root Cause: Student Success 1, 2, 3

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of EL students proficient in ELA from 36% (projected - Spring 2026) to 40% (Spring 2027) as measured by Smarter Balanced Assessment Consortium.
Increase the percentage of EL students proficient in Math from 22% (projected - Spring 2026) to 27% (Spring 2027) as measured by Smarter Balanced Assessment Consortium.
Increase the percentage of EL students language proficiency from 17.5% (Spring 2026) to 25% (Spring 2027) as measured by WIDA.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: FocusEd data, Lesson Plans, WIDA data, i-Ready

Improvement Strategy 1 Details

Improvement Strategy 1: Professional targeted learning for all K-5 teachers to increase their capacity to include strategies for EL students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning for K-5 teachers on best practices on expanding their understanding of English Language Development, interpreting language proficiency data, and providing scaffolds for EL students.	Principal, EL Lead Teacher, ELL Coordinator	Fall 2026-Spring 2027	

Position Responsible: Principal, Region EL Coordinator, EL Lead Teacher
Resources Needed: ULD resources, HMH, Envision, and Amplify Teacher's Editions

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: HMH, Envision
Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

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

Improvement Strategy 2: Monitor the implementation of core instructional best practices--specifically multi-tiered vocabulary instruction, student-to-student discourse, and scaffolded reading comprehension.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Regularly scheduled leadership team walkthroughs.	Principal, Assistant Principal, EL Lead Teacher, RBG3 Strategist	Fall 2026-Spring 2027	

Position Responsible: Principal

Resources Needed: EL Walkthrough monitoring tool

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

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 3

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 63% of K-5 students met their growth projection on the Spring 2026 MAP Growth Assessment in ELA.
- 64% of K-5 students met their growth projection on the Spring 2026 MAP Growth Assessment in Math.
- 80% of Grade 1 students met their growth projection on the Spring 2026 MAP Growth Assessments in ELA and Math.
- 54% of Grade 1 students identified as ELL met their target on 2026 WIDA Overall.
- 100% of students identified as American Indian/Alaska Native achieved Level 4 on the 2026 SBAC in ELA.
- 100% of students identified as American Indian/Alaska Native achieved Level 4 on the 2026 SBAC in Math.
- 100% of students identified as Asian achieved Level 3 or higher on the 2026 SBAC in ELA.
- 60% of students identified as Asian achieved Level 3 or higher on the 2026 SBAC in Math.
- 100% of students identified as Hispanic achieved Level 3 on the 2026 NAA in Math.

Adult Learning Culture Areas for Growth

- Maintain consistent pacing and focus on Tier I instruction.
- 46% of kindergarten students met their projected growth target on the Spring 2026 Growth Assessment in ELA.
- 42% of second grade students met their projected growth target on the Spring 2026 MAP Growth Assessment in ELA.
- 41% of Grade 5 students met their projected growth target on the Spring 2026 MAP Growth Assessment in Math.
- 31% of EL students in Grade 5 met their projected growth target on the Spring 2026 MAP Growth Assessment in Math.
- 26% of students identified as Black/African American achieved Level 3 or higher on the 2026 SBAC in ELA.
- 16% of students identified as Black/African American achieved Level 3 on the 2026 SBAC in Math.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is an 6% achievement gap between the Non-EL and ELs in reading, and an 11% achievement gap between Non-EL and ELs in math based on MAP Projected CRT Proficiency. • Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. • Teachers need more opportunities to analyze the successes and shortcomings in EL student achievement during PLCs. • English learners face academic challenges a they continue to develop proficiency in the English language.	• Title III funding will be leveraged to provide curricular materials to support language acquisition. • Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs. • Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. • Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/ Homeless and Not Foster/Homeless students. Students who are in the foster care system and/or homeless experienced high absenteeism rates resulting in missed instruction. As a result, students need ample time for scaffolding in both HMH and Envision as well as access to supplemental materials including Exact Path.	• The school social worker will implement wrap-around services to increase student attendance and provide evidence-based programs targeted to at-risk youth. • We will specifically track our Foster/Homeless students during data analysis to ensure equity.
Free and Reduced Lunch	There is currently no identifiable achievement gap between FRL and Not FRL students.	We are 100% FRL.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	• There a 20% achievement gap between Black/ African American and Hispanic students in reading, and a 15% achievement gap between the Black/African American students and Hispanic students in math. • Data indicates Black/African American students are experiencing academic performance gaps compared to other racial/ethnic minorities. These disparities highlight the need for culturally responsive practices, target supports, and equitable access to high-quality instruction. • Teaching staff lack time to practice and lack competency with the curriculum. Additional support, coaching, and observational feedback in both Math and ELA are needed.	• Incorporate multicultural resources into Tier I instruction to promote awareness and inclusivity. • We will specifically track our Black/African American (49% met growth target on Spring 2026 MAP ELA Growth Assessment) and Multiracial students (58% met growth target on Spring 2025 MAP ELA Growth Assessment) during data analysis to ensure equity.
Students with IEPs	• There is a projected 44% achievement gap between the Students without IEPs and students with IEPs in reading, and a projected 33% achievement gap between Students without IEPs and Students with IEPs in math. • Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure assess to grade-level content. • Fully staffing all special education programs with teachers as well as building capacity in both general education and special education teachers to provide scaffolds to meet students' individual needs.	• The special education instructional facilitator will provide co-teaching opportunities in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modification. • The special education teachers and special education instructional facilitator will participate in grade-level PLCs to analyze data, determine students' needs, and plan effective instruction and support. • We will specifically track our IEP students (49% met growth target on Spring 2026 MAP Growth Assessment) during data analysis to ensure equity.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLCs did not fully engage in all stages of the PLC process during weekly meetings so grade-level data was not consistently analyzed for instruction across all grade-levels.
Critical Root Cause: While grade-level teams dedicated most of their PLC time to the Plan, Teach, and Assess phases, omitting the final stages of the cycle (Analyze and Reteach) limited opportunities for continuous instructional improvement and the development of collective efficacy.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2027, 100% of teaching staff will have engaged in peer observation cycles and feedback debriefs focused on high-yield instructional strategies, resulting in a 50th percentile achievement on the end-of-year District-wide formative assessment (iReady Inform) (Safe and Supportive Schools: A Workplace Where Employees Thrive)

Aligns with District Goal

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

Improvement Strategy 1: To achieve this, administration will embed quarterly, structured peer observation cycles into existing grade level meeting time and provide teachers with a standardized, bite-sized feedback rubric focused on one specific high-yield strategy per term. This ensures the observation process is manageable, consistent, and directly tied to the instructional habits that drive the targeted student growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create quarterly peer observation calendars which includes the area of focus for walkthrough.	Principal	Fall 2026-Spring 2027	
2	Develop a one-page "bite-sized" rubric for the focus strategy, featuring 3-4 observable indicators.	Principal, Assistant Principal	Fall 2026-Spring 2027	
3	School-wide teacher training to ensure understand the purpose of observations as formative, peer driven, and non-evaluative opportunities to improve instructional practices.	Principal, Assistant Principal	Fall 2026	
4	Pre-Brief, Observe, Debrief and Feedback. The observation team will meet to review the focus strategy and target indicators, complete the observation, debrief. The team will determine the feedback that shall be shared with the observed teacher.	Administration, Teachers, Strategist	Fall 2026-Spring 2027	
5	Participants will complete an exit ticket indicating a strategy adjustment they will make based on the observation and debrief.	Teachers	Fall 2026-2027	

Position Responsible: Administrators and Licensed Staff

Resources Needed: Rubric for peer observations, sample mini-lesson for training/calibration.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

- We currently have a strategist and social worker who will continue to work closely with families to help remove barriers to getting students to school everyday, on time.
- Chronic absenteeism decreased from 23% to 20% as measured by CCSD Focused.
- There were 2 out-of-school suspensions with instruction during the 2025-2026 school year.
- 89% of 3-5 students responded on the Spring 2026 Panorama Survey they feel supported through their relationships with friends, family, and adults at school.

Connectedness Areas for Growth

- During the 2025-2026 school year Wasden's chronic absenteeism rate decreased from 23% to 20%.
- 54% of 3-5 students' perceived they have the potential to change those factors that are central to their performance in school on the Spring 2026 Panorama Survey.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Financial resources for additional staff participation in activities beyond the school day. • Transportation for parents/families to school events.	• Offer parent/ family engagement activities address the importance of school and time management. • Title III funding will be leveraged to provide curricular materials to support language acquisition. • Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs. • Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs. • Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.
Foster/Homeless	• Financial resources for additional staff participation in activities beyond the school day. • Transportation for parents/families to school events.	• Offer parent/ family engagement activities address the importance of school and time management. • The school social worker will implement wrap-around services to increase student attendance and provide evidence-based programs targeted to at-risk youth. • We will specifically track our Foster/Homeless students during data analysis to ensure equity.

Student Group	Challenge	Solution
Free and Reduced Lunch	There is currently no identifiable attendance gap between Free and Reduced Lunch and Not Free and Reduced Lunch.	Provide students and families with resources (such as donated toiletries and clothing) as well as referrals to agencies that assist with personal hardships to assist in removing the barriers of attending school.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	• Financial resources for additional staff participation in activities beyond the school day. • Transportation for parents/families to school events.	• Offer parent/ family engagement activities address the importance of school and time management. • The school social worker will implement wrap-around services to increase student attendance. • Incorporate multicultural resources into Tier I instruction to promote awareness and inclusivity. • We will specifically track our Black/African American (39% met growth target on Spring 2025 MAP Growth Assessment) and Multiracial students (44% met growth target on Spring 2025 MAP Growth Assessment) during data analysis to ensure equity.

Student Group	Challenge	Solution
Students with IEPs	• Financial resources for additional staff participation in activities beyond the school day. • Transportation for parents/families to school events.	• Offer parent/ family engagement activities address the importance of school and time management. • The special education instructional facilitator will provide co-teaching opportunities in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modification. • The special education teachers and special education instructional facilitator will participate in grade-level PLCs to analyze data, determine students' needs, and plan effective instruction and support. • We will specifically track our IEP students (49% met growth target on Spring 2025 MAP Growth Assessment) during data analysis to ensure equity.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 72 out of 366 students (20%) were chronically absent during the 2025-2026 school year.
Critical Root Cause: Lack of prioritization of attendance for students in all grade levels. The focus has historically been on students in grades 3-5 while during 2025-2026, K, 1, and 2 students had the highest chronic absenteeism rate.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of all students chronically absent from 24% in 2025 to 18% 2026 to14% by 2027 as measured by CCSD FocusEd and reported on the NSPF. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: FocusEd data, positive reinforcement data, parent contact logs

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a tiered attendance intervention system that tracks student attendance and pairs with consistent, timely communication to families at the first sign of an absence with dedicated staff mentors for students tracking toward chronic status.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Positive Reinforcement for students who demonstrate outstanding and improved attendance.	Administrators, Behavior Strategist, Social Worker, RSLV	Fall 2026-Spring 2027	
2	Monitor attendance data from Infinite Campus weekly.	Social Worker, OSII	Fall 2026-Spring 2027	
3	Dedicated staff will check absenteeism rates weekly and make phone calls to families to encourage school attendance	OSII, Social Worker, Principal, Assistant Principal, RSLV	Fall 2026-Spring 2027	
4	Refer families in need of additional assistance to TPOP.	Social Worker	Fall 2026-Spring 2027	

Position Responsible: Principal, Assistant Principal, OSII, Social Worker Principal, RSLV

Resources Needed: FocusEd, Infinite Campus reports, Student and Parent incentives

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

Evidence Level
Level 4: Demonstrate Rationale: RSLV, CCSD Attendance Enforcement,

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: 41% of K-5 students achieved at the 61st percentile on the Spring 2026 ELA MAP Growth Assessment.

Critical Root Cause 1: Teachers are not yet proficient in executing Tier I curriculum with an emphasis on small group instruction and tasks have not been rigorous enough to prepare students for DOK 2, 3, and 4 tasks.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 40% of K-5 students achieved at the 61st percentile on the Spring 2026 Math MAP Growth Assessment.

Critical Root Cause 2: Students lack the skills necessary to move from utilizing basic foundational skills to displaying complex mathematical reasoning.

Problem Statement 2 Areas: Student Success

Problem Statement 3: 36% of ELs were projected proficient on SBAC ELA in Spring 2026 compared to 42% of non-EL students.

Critical Root Cause 3: The low performance of ELs in language proficiency and content achievement is due to lack of focus of targeted EL instruction within Tier I instruction.

Problem Statement 3 Areas: Student Success

Problem Statement 4: PLCs did not fully engage in all stages of the PLC process during weekly meetings so grade-level data was not consistently analyzed for instruction across all grade-levels.

Critical Root Cause 4: While grade-level teams dedicated most of their PLC time to the Plan, Teach, and Assess phases, omitting the final stages of the cycle (Analyze and Reteach) limited opportunities for continuous instructional improvement and the development of collective efficacy.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: 72 out of 366 students (20%) were chronically absent during the 2025-2026 school year.

Critical Root Cause 5: Lack of prioritization of attendance for students in all grade levels. The focus has historically been on students in grades 3-5 while during 2025-2026, K, 1, and 2 students had the highest chronic absenteeism rate.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs
- Other

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Other

Connectedness

- Attendance
- Perception/survey 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.

2.6: 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

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,203,4541.26	Staffing, supplies	1,2,3
At-Risk Weighted Allocation	$3,335,147.12	Staffing	1,2,3
EL Weighted Allocation	$356,519.47	Staffing	1,2,3
Title IA	$192,716.82	Staff, supplies,extra-duty pay	1,2,3
RBG3	$128,266.99	Staffing	1,2,3