Clark County School District

Goynes, Theron H. and Naomi D. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

ATSI



District Approval Date: October 20, 2026

Mission Statement

Progress over Perfection!

Vision

Our vision is a learning community where students embrace challenges, celebrate progress, and grow into capable, compassionate learners.

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/theron_h_&_naomi_d_goynes_elementary_school/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Spring 2026 MAP Assessment data showed that 48% of our students scored above the 61st percentile in both Math and Reading. Math scores increased 2% from the Fall benchmark assessment. 4th Grade students increased their Percent Met Growth Target from 51.75% in the Winter to 62.28%. The number of At Risk students (students whose growth percentile is below the 40th) decreased in K, 1st, 2nd, and 4th grade on the Math MAP Spring Assessment. In Reading, at risk students decreased in K and 2nd grade on the Reading MAP Spring Assessment. Students are involved in high-quality Tier I curriculum in all subject areas. Part of the instructional approach provides students opportunities to show mastery with formative and summative assessments. This along with utilization of curriculum pacing guides, collaborative PLCs with data dives and coaching cycles provides opportunity for monitoring, adjusting, and reflection.

Student Success Areas for Growth

While 48% of our students scored above the 61st percentile in both Math and Reading, 52% of our students are below the 61st percentile. An area of focus is decreasing the percentages of students who are below the 61st percentiles in both Math and Reading and target support to students below the 61st and also below the 40th percentile, as 29% of students are below the 40th percentile in Math and 32% are below the 40th percentile in Reading. We will focus on identifying student subgroups, identifying support systems with consistent data collecting and actions based on data for identified students. Moving students from low growth to high growth achievement levels will also be a focus.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• There is 30% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 29% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment. • Understanding of academic vocabulary in core subjects • All subjects are majority reading and writing (Math, SS, Sci) • Limited vocabulary knowledge • Multi-step directions; tasks or independent work • Participation in classroom/peer discussions is limited • Lack of support/resources for staff • Small group/independent work time focused on translating/understanding the task more than standards/concepts • Demonstrating knowledge on assessments; understanding directions	• WIDA data/students will be shared with teachers • Student progress collaborated on during PLCs and observation debriefs • Identified students will be provided learning time on Summit software • Professional Learning, data review on Summit software • Region 1, Coordinator support with classroom visits, PLC collaboration, and professional learning • Explicit, specific professional learning centered on strategies: explicit vocabulary instruction; visual supports; structured & pre-planned peer discussion; and sentence stems • Students provided Chromebooks, to take home for additional practice
Foster/Homeless	• There is currently no identifiable achievement gap between Foster/Homeless and not Foster/ Homeless students • Interrupted access to interventions and services • Frequent school changes • Attendance/tardy challenges • Prone to academic gaps that can widen over time • SEL additional supports needed • Lack of access to materials • Communication gaps with families	• Students will be identified upon registration; assessment data will be monitored to ensure academic progress is made and targeted interventions are implemented. • Opportunities provided for check-ins/support with the counselor and/or staff; trauma support practices provided as needed • Attendance; basic needs support provided as needed • Strong coordination of communication among staff and family • Connecting families with community resources and support services

Student Group	Challenge	Solution
Free and Reduced Lunch	• There is currently no identifiable achievement gap between FRL and not FRL students • Higher rates of absenteeism • Prone to academic gaps that can widen over time • Lower school readiness or inconsistent support at home • Family engagement maybe limited	• Students provided Chromebooks, to take home for additional practice • Targeted academic support and access to materials • Providing strong Tier 1 instruction, small groups, & intervention supports • Focused discussion, monitoring during PLCs and conferences • Strong SEL program implementation • Staff training/support on equity and poverty awareness • Flexible family engagement opportunities • Connecting families with community resources and support services
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	• Achievement gaps from unequal access to resources and opportunities • Underrepresented in data dives • Experiences with stereotypes, bias, or discrimination • Reduced sense of belonging	• Monitoring achievement, attendance, discipline, and participation data for specific subgroups • Developing partnerships with families and community organizations • Creating opportunities for student voice, leadership, and belonging • Providing PL on cultural responsive teaching practices

Student Group	Challenge	Solution
Students with IEPs	• Difficulty accessing grade-level standards without appropriate accommodations or modifications • Gaps in foundational skills • Frustration and de-regulation when learning is difficult or lack of progress; lack of communication skills • Ensuring services/accommodations are implemented consistently • Ongoing communication between teachers and school to home • Higher absenteeism rates	• Frequent, documented progress monitoring and data based decision-making • Ensure compliance with the IEP goals and ensure that instructional minutes are upheld. • Collaboration time between staff to ensure consistent implementation of accommodations and services • Explicit instruction in academic and behavioral skills

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to MAP Reading data, the percentage of students above the 40th percentile is decreasing (from 73% to 67%). According to MAP Math data, the percentage of students above the 40th percentile is decreasing (from 72% to 70%). According to MAP Reading data the percentage of students, in specific subgroups, showed decreased achievement from Fall to Spring. According to MAP Math data, the percentage of students, in specific subgroups, showed decreased achievement from Fall to Spring.
Critical Root Cause: Inconsistent implementation of Tier I instruction, including small group instruction and formative assessing, has resulted in different levels of rigor, engagement, and standards alignment. PLCs have limited time and structures to consistently analyze student achievement data and identify learning gaps, resulting in inconsistent implementation of targeted supports and strategies for students. Targeted supports for students in identified subgroups are not sufficiently aligned to address student needs. Student subgroup data is not analyzed consistently for purposeful planning and targeted differentiation. Inconsistent attendance and chronic absenteeism reduced the access to core instruction and intervention opportunities.

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2027, we will increase both our Math and Reading achievement percentages by 5%, as measured by the Spring 2027 iReady Assessment.
(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: iReady Assessments, WIDA and Summit K12, cycled observations/Evaluwise data, Tier 1 monitoring tools.

Improvement Strategy 1 Details	Reviews

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

Improvement Strategy 1: Ensure PLC meetings focus on data analysis and instructional focus with strategies, including small group instruction and differentiation. PLC meetings will be scheduled on a five-day rotation, once a week. PLC time is utilized to backward plan from assessment to classroom instruction, discuss specific instructional strategies during Tier 1, and address the needs of specific subgroups of students/individual students through data analysis. Special Education teachers will be provided collaboration time with general education teachers to support students with accommodations and strategies. PLC agenda notes will be utilized for follow-up actions and focus on needs of specific grade levels.

Tier 1 instruction will continue to follow district pacing guides and be utilized for all core subject areas. Classroom observation and curriculum implementation data will be utilized for PLC discussions on instructional practices. Formative assessments will consistently be utilized for planning and student progress. Targeted supports and strategies for identified students and/or subgroups will be implemented. In addition, the acceleration block will be built into the instructional schedule to ensure tiered supports are in place for all students to get targeted instruction to meet their needs with intervention or enrichment. This will also include the Utilization of Certified Temporary Tutors (CTTs) to provide small group instruction.

To further support reading instruction, HMH Coachly will be implemented. Teachers will use their access to HMH coaches, to support their individual needs and questions related to reading instruction, differentiation, and curriculum resources. iReady personalized pathways will also be utilized to support individual learners meet grade level standards. To further support math instruction, continued use of NextGen Math to supplement EnVisions tier 1 curriculum.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLCs, data dives, and planning for specific subgroups are built into the master schedule for the school year.	Student Success Coordinator	July 2026	✓
2	Tier 1/PLC professional learning plan created and scheduled out for the school year.	Principal	July 2026	✓
3	Implement weekly PLC meetings focused on data analysis, instructional planning, subgroup performance, and targeted interventions. Utilize PLC agendas and notes to document student data analysis and follow-up actions to ensure consistency and meet grade-level needs.	RBG3, Administration, Grade-level teams	August 2026 - May 2027	
4	Analyze achievement and growth data for identified subgroups (ELL, IEP, racial/ethnic subgroups) during PLC meetings to develop targeted instructional supports and differentiation strategies.	RBG3, Administration, grade-level teams	August 2026 - May 2027	
5	Utilize formative assessment data and i-Ready personalized instruction to consistently to identify learning gaps, adjust instruction, and monitor student progress.	Grade-level teams, teachers, RBG3	August 2026 - May 2027	
6	Implementation and monitoring of NextGen, Savvas strategist support, iReady Pathways, and Coachly to support student needs and instructional planning.	RBG3, Administration	August 2026 - May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
7	Provide collaboration opportunities between special education teachers and general education teachers to review accommodations, student progress, and instructional strategies for students with IEPs.	Administration, RBG3, SEIF, teachers	August 2026 - May 2027	
8	Implement and monitor the acceleration block to provide intervention, enrichment, and targeted small group instruction based on needs and assessment data.	Administration, RBG3, CTTs, teachers	August 2026 - May 2027	
9	Conduct classroom observations and learning walks focused on Tier I instruction, small group instruction, formative assessment practices, and curriculum implementation. Provide timely feedback and support.	Administration, RBG3	August 2026 - May 2027	
10	Peer observations are utilized to model strategies and best practices within the curriculum. Observations are scheduled and monitored.	Administration, RBG3, Classroom teachers	August 2026 - May 2027	
11	SLG Goals are aligned to student-specific growth and road map goals.	Principal, Student Success Coordinator, Read by Grade 3 Strategist	August-September 2026	
12	Monitor student attendance and chronic absenteeism data monthly and implement interventions and family outreach for students identified as at risk of missing instructional time.	Student Success Advocate, Counselor, Clerk, Administration	August 2026 - May 2027	

Position Responsible: Administration

Resources Needed: Student achievement data, formative assessments, program reports, and other progress monitoring tools. Curriculum access to resources, differentiation resources. Attendance monitoring reports.
Focused, norms established PLCs with data already documented, and the discussion focused on instructional strategies. Dedicated PLC collaboration time within the master schedule. PLC agendas, data protocols, curriculum materials.
Professional learning and extra time are needed for the implementation of Tier 1 curriculum and Tier 2 monitoring systems. Support with small group instruction, formative assessments for planning, and data analysis.
Meeting times for the administrative team and strategist to monitor and adjust PLCs, CTT effectiveness, and analyze reports.
Effective training and documentation of student growth for CTTs.

Evidence Level
Level 1: Strong: Data Dives following Benchmarks
Level 2: Moderate: HMH and Pacing Guide Implementation, i-Ready
Level 3: Promising: Analyze data in PLCs for quick adjustments to instruction

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Goynes STEM Academy has established systems and structures that support continuous improvement and implementation of Tier 1 instruction and MTSS practices. Academic and Behavior RTI teams, weekly grade-level PLCs, and school committees focused on academics, behavior, attendance, and culture provide ongoing opportunities for staff collaboration and problem-solving. Teachers participate in fishbowl observations, peer learning opportunities, and collaborative debriefs to strengthen instructional practices and curriculum implementation. Professional learning is further supported through region-led modeling, coaching, and staff members who actively seek out additional learning opportunities to enhance their practice. The school maintains a yearlong calendar of professional learning and collaboration to ensure consistent focus on student achievement and school improvement goals.

Adult Learning Culture Areas for Growth

While collaborative structures are in place, there is a need to strengthen the focus of PLCs and committee meetings on data analysis, root cause identification, and actionable problem-solving. Consistency in following established collaborative processes and protocols throughout the year remains an area for growth. Continued emphasis on using data to drive decision-making and monitor the effectiveness of interventions will help maximize the impact of these collaborative teams.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring all staff have the resources, knowledge, and support needed to effectively address students' language development needs while maintaining grade-level expectations.	Provide professional learning on language acquisition, WIDA, LETRS, and Science of Reading practices that support multilingual learners. Share scaffolding strategies and resources. Continue collaboration with Region support and the Read by Grade 3 strategist. Monitor academic growth and language proficiency data to inform instructional decisions.

Student Group	Challenge	Solution
Foster/Homeless	Ensuring staff have timely access to information, resources, and coordinated support systems to meet the unique needs of students experiencing housing instability or foster placement.	Regularly review student data and needs. Increase collaboration among counselors, social workers, administrators, and teachers. Provide staff with resources and strategies to support students. Develop individualized support plans as needed and monitor effectiveness through ongoing communication.
Free and Reduced Lunch	Ensuring equitable access to academic, behavioral, and social-emotional supports while strengthening school-family partnerships and communication.	Continue professional learning in equity, relationship-building, and trauma-informed practices. Analyze academic, behavior, and attendance data to identify needs and successes. Strengthen communication and referrals across staff and provide opportunities to build positive connections with students and families.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Ensuring equitable access to opportunities, supports, and positive school experiences while monitoring outcomes to identify and address disparities.	Review academic, attendance, behavior, intervention, and enrichment data to identify trends and opportunities for improvement. Strengthen relationships with students and families through positive communication and engagement.
Students with IEPs	Ensuring students consistently receive appropriate accommodations, supports, and access to rigorous grade-level instruction across all settings.	Provide ongoing support for differentiated instruction, scaffolding, and Universal Design for Learning practices. Monitor IEP implementation and student progress through collaboration among teachers, administrators, and the SEIF. Schedule regular co-planning opportunities and use progress-monitoring data to guide instructional adjustments.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Professional Learning Communities need to have a focus on student data with common assessments, grading for equity, and effective instructional strategies.

Critical Root Cause: PLCs have not had a clear focus or goals associated with these meetings. They have been focused on immediate needs of learning new curriculum, pacing, and assessments vs. standards rather than purposeful planning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2026-2027 school year, 100% of teachers will engage in weekly PLC cycles to analyze common assessment data, identify student learning needs, and develop instructional responses. Classroom teachers will use this data to plan and implement targeted small-group instruction in reading and math, monitor student progress, and adjust instruction based on student outcomes. Progress will be measured through PLC artifacts, assessment data, lesson plans, instructional walkthroughs, and student growth data.
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Observations, PLC agendas, instructional walk-throughs, student growth data.

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

Improvement Strategy 1: Establish a structured PLC process that builds teacher skill in using common assessment data to create and adjust flexible small groups for targeted instruction, supported by coaching, planning, and data analysis.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure PLCs implement common data protocols (data-dive templated questions, data trackers, etc) in reviewing assessment outcomes and instructional needs.	Principal, Student Success Coordinator, Read by Grade 3 Strategist	August 2026-May 2027	
2	Monitor and support teachers with walkthroughs and coaching cycles.	Principal, Student Success Coordinator, Read by Grade 3 Strategist	August 2026-May 2027	
3	Teachers will engage in and utilize Coachly by HMH for frequent coaching and support.	Student Success Coordinator	August 2026-May 2027	
4	iReady personalized pathway will be utilized by students, and teachers will use the data to inform instruction.	Read by Grade 3 Strategist, Student Success Coordinator	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Extra duty pay for collaboration

Evidence Level
Level 1: Strong: Build a committed staff and provide professional development
Level 2: Moderate: Progress Monitoring, HMH, EnVisions
Level 3: Promising: Analyze Data PLCs, Small group rubrics

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Goynes is committed to fostering a culture of academic excellence, equity, and engagement where every student feels safe, valued, and connected. Evidence of this commitment can be seen through strong family participation in school events and the collaborative work of students, families, and staff to identify the core values that matter most to our community.

These shared values became the foundation of our House System, which was intentionally aligned to the Ron Clark Academy Houses. Every student was placed into a house, providing an immediate sense of belonging and connection to a larger team. Throughout the year, students participated in house challenges and earned points by demonstrating positive behaviors, leadership, and school spirit.

In addition, tiered behavior supports, interventions, and incentives are implemented consistently across classrooms. Staff reports that these systems have strengthened school culture, increased student engagement, and contributed to positive behavioral outcomes for students.

We have decreased our chronic absenteeism rate from 27% in 2024-2025 to 22% in 2025-2026. Excluding MDP for NFSP rules, our percentage is 19.1%.

Connectedness Areas for Growth

While Goynes has established strong systems to support student belonging and positive behavior, opportunities remain to strengthen proactive attendance and behavior supports. Moving forward, the school will increase interventions for students approaching chronic absenteeism, expand positive attendance recognition and incentives, and develop a school-wide behavior matrix aligned to our core values and House System.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communication barriers with families and cultural differences.	Family engagement with translations, data dives into EL student attendance rates, continued differentiation, and support to help engagement in the classrooms.
Foster/Homeless	Possible lack of reliable transportation or movements within the school district.	Partnership with wrap-around services and the school counselor.
Free and Reduced Lunch	Economic hardships, caregiver work hours, and possible lack of reliable transportation.	Partnership with wrap-around services and the school counselor.
Migrant/Title1-C Eligible		N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Engagement in culturally responsive curriculum and instruction.	Culturally responsive teaching and practices, data analysis, partnership with wrap-around services, and the school counselor.
Students with IEPs	Social skill and relationship deficits, school avoidance.	MTSS supports in the general education classroom and within special education classrooms, informal check-ins with families, and data analysis.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The chronic absenteeism rate is currently at 22%. Excluding MDP for NFSP rules, the rate is 19.1%.
Critical Root Cause: We need to strengthen our proactive support for students at risk of chronic absenteeism and increase family engagement in attendance efforts. In addition, pre-k, Kindergarten, and first grade have the lowest attendance rates, which need to improve.

Problem Statement 2 (Prioritized): Despite our commitment to a safe and inclusive learning environment, current disciplinary data reveal a disproportionality in suspension rates among male students over a 3-year trend.
Critical Root Cause: This gap suggests that our existing behavior management framework relies on reactive rather than proactive measures.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2026-2027 school year, we will decrease our chronic absenteeism rate from 19.1% to 17%, as measured by FocusED end-of-year data, excluding MDP for NSPF rules.
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)
(Safe and Supportive Schools: Welcoming Schools)

Aligns with District Goal

Formative Measures: FocusED Attendance Analysis

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

Improvement Strategy 1: The attendance flowchart will be utilized by the administration, the counselor, and the clerk. Targeted supports and interventions to parents will begin after 3 absences and continue to increase support with further absences. Students with a high absentee rate from 2025-2026 will be identified early to support improvement in attendance. Students will monitor their own attendance using attendance trackers, and incentives will be earned throughout the school year for positive attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Revision of school-wide attendance plan aligned to school and district goals.	Student Success Coordinator	July 2026	✓
2	Identify students from the previous school year who were chronically absent to begin support immediately.	Counselor, Clerk	August 2026	✓
3	Train teachers on setting attendance goals with students and tracking daily attendance on their own. Students will begin tracking attendance and have monthly attendance incentives for positive attendance.	Counselor, Student Success Coordinator	August 2026 - May 2027	
4	Monitor absences within a spreadsheet to identify students needing support and intervene early on.	Counselor, Student Success Coordinator, Clerk	August 2026 - May 2027	
5	Provide support and resources to families for absences.	Counselor, Clerk	August 2026 - May 2027	
6	Increase positive attendance incentives school-wide.	Counselor, Student Success Advocate	August 2026-2027	

Position Responsible: Counselor

Resources Needed: Support for the attendance clerk to monitor and communicate with parents. Training for students to use their attendance trackers.

Evidence Level
Level 2: Moderate: Attendance flowchart and daily trackers.

Problem Statements/Critical Root Cause: Connectedness 1

Inquiry Area 3: Connectedness

SMART Goal 2: Reduce the number of office discipline referrals from 210 in the 2025-2026 school year to 200 by the end of the 2026-2027 school year, as measured by school-wide office discipline referrals in FocusED.
(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)
(Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: FocusED

Improvement Strategy 1 Details

Improvement Strategy 1: Improve tier 1 behavior strategies and supports throughout the school.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure consistent utilization of a flowchart of behaviors with progressive discipline and interventions, schoolwide.	Student Success Coordinator	August 2026 - May 2027	
2	Creation of a House System behavior matrix to align all core values to behavior expectations.	Principal	July 2026	✓
3	Implement house points given to students and houses, and a system for students to use their points for a variety of incentives.	Full Staff	August 2026 - May 2027	
4	Tier 1 social-emotional and mental well-being lessons are once a month in each classroom, using data to inform instruction.	Counselor	August 2026 - May 2027	
5	Tier 2/3 Behavior team and support for students. Analyze data and provide interventions and strategies to teachers.	Counselor, SEIF, Student Success Advocate	August 2026 - May 2027	

Position Responsible: Student Success Coordinator

Resources Needed: Funds for house system materials and incentives.

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Connectedness 2

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: The chronic absenteeism rate is currently at 22%. Excluding MDP for NFSP rules, the rate is 19.1%.

Critical Root Cause 1: We need to strengthen our proactive support for students at risk of chronic absenteeism and increase family engagement in attendance efforts. In addition, pre-k, Kindergarten, and first grade have the lowest attendance rates, which need to improve.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Professional Learning Communities need to have a focus on student data with common assessments, grading for equity, and effective instructional strategies.

Critical Root Cause 2: PLCs have not had a clear focus or goals associated with these meetings. They have been focused on immediate needs of learning new curriculum, pacing, and assessments vs. standards rather than purposeful planning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Despite our commitment to a safe and inclusive learning environment, current disciplinary data reveal a disproportionality in suspension rates among male students over a 3-year trend.

Critical Root Cause 3: This gap suggests that our existing behavior management framework relies on reactive rather than proactive measures.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: According to MAP Reading data, the percentage of students above the 40th percentile is decreasing (from 73% to 67%). According to MAP Math data, the percentage of students above the 40th percentile is decreasing (from 72% to 70%). According to MAP Reading data the percentage of students, in specific subgroups, showed decreased achievement from Fall to Spring. According to MAP Math data, the percentage of students, in specific subgroups, showed decreased achievement from Fall to Spring.

Critical Root Cause 4: Inconsistent implementation of Tier I instruction, including small group instruction and formative assessing, has resulted in different levels of rigor, engagement, and standards alignment. PLCs have limited time and structures to consistently analyze student achievement data and identify learning gaps, resulting in inconsistent implementation of targeted supports and strategies for students. Targeted supports for students in identified subgroups are not sufficiently aligned to address student needs. Student subgroup data is not analyzed consistently for purposeful planning and targeted differentiation. Inconsistent attendance and chronic absenteeism reduced the access to core instruction and intervention opportunities.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- WIDA ACCESS for ELLs

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,189,045	Staff salaries, CTTs, Instructional Aides, general supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$105,471	Partial staff salaries	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$215,781	Partial staff salaries	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$55,600	Prep buy-outs, extra duty pay, general supplies, Professional Development.	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$27,900	Partial staff salaries	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	$246	Supplies	Student Success, Adult Learning Culture, Connectedness
Title I, 1003(a) Grant	$2,467.57	i-Ready personalized instruction, HMH Coachly, enVisions Math (SAVVAS), extra duty licensed collaboration, sub release teachers	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
Administrator	Jill Fisher	Principal
Administrator	Ciara Feeley	Student Success Coordinator
CI Team Member	Stacey Leavitt	Teacher
CI Team Member	Nicole Zobrist	Teacher
CI Team Member	Jeannie Totino	Counselor
CI Team Member	Lashiama Washington	Student Success Advocate
CI Team Member	Kelly Cousino	RBG3
CI Team Member	Tami Melancon	Teacher
CI Team Member	Thea Romoff	Support Staff
CI Team Member	Michael Webster	Parent
CI Team Member	Amaar Burton	Parent
CI Team Member	Jason Peay	Parent
CI Team Member	Sabrina Sanders	Parent

Community Outreach Activities

Activity	Date	Lesson Learned
School Organizational Team Meeting	September 15, 2026	Aligned School Budget to Strategic Plan
CIT Meeting	October 5, 2026	Inquiry Goals, Lessons Learned, and Next Steps
School Organizational Team Meeting	October 6, 2026	Revisited School Budget
School Organizational Team Meeting	October 13. 2026	Review of School Improvement Plan and Status Checks