Clark County School District



Herron, Fay ES

Classification: 3 Star School

Accreditation Status:
Accredited

Title I

2026-2027 School Improvement Plan

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Mission Statement

Our mission is to educate every child while honoring their diversity and uniqueness.

Vision

Together we rise, unite, and thrive.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Students meeting their math growth target increased from 59% Spring 2025 to 64% Spring 2026. Students at the 61% and above benchmark increased 3% in Math from the prior year according to the spring MAP benchmark. Students meeting their ELA growth target increased from 49% Spring 2025 to 59% Spring 2026. Students at the 61% and above benchmark increased 8% in Reading from the prior year according to the spring MAP benchmark. We met are target goal.

Areas for Growth

Spring 25/26 MAP ELA proficiency for LEP students was 19% vs 52% for non LEP students. We need to close the achievement gap in this sub category.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	4.3 % of our students are Newcomers. 35% of our population is identified as LEP; of our LEP population, 22% of students were proficient on the Spring 2026 administration of the WIDA. As evidenced by Spring MAP data, the problem is LEP students are performing below non LEP student groups in Math by 31% and by 33% in Reading.	Strategist will provide small groups for newcomers. 35% of the staff speaks fluent Spanish. Students will use Summit approximately 50 minutes a week to increase language acquisition. WIDA tutoring will be offered for all identified LEP students. Summit is an online program, provided by CCSD's EL Department, for all LEP students.
Foster/Homeless	Foster/homeless students do not have stable housing and transportation to attend school regularly.	Foster students get put onto an academic plan. Homeless students are provided with transportation if they move out of the school zone. The Student Success Advocate will provide transportation as needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	All students are expected to report to class on time. All students receive high quality tier I and tier II instruction utilizing full classroom and small group instruction.	100% of students in the school receive free and reduced lunch. We are providing all students with high quality instruction and maintain high expectations. Administration will use the Tier I monitoring tool and will conduct observations during tier II.
Racial/Ethnic Minorities	Fay Herron's racial/ethnic minorities make up 96% of the schools enrollment. Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge. 21% of students with an IEP are proficient in math and 15% are proficient in ELA.	Each classroom has a Resource Aide that facilitates an intervention group that targets the goals, benchmarks, and deficits identified in each student's IEP. Data will be reviewed for ways to close the achievement gap amongst our students with IEPs. Special ed teachers will work closely with gen ed teachers to understand grade level standards. Teachers will engage in goal setting for students with IEPs.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	42.8 % of students are at grade level according to the MAP assessment given in Spring, 2026. 38% are performing at the 61st percentile in ELA and 47% are performing at the 61st percentile in Math.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.
2 ★	As evidenced by 2026 Spring MAP data, the problem is LEP students are performing below non LEP student groups in Math by 31% and 33% in Reading.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.

★ = Priority

Adult Learning Culture

Areas of Strength

High staff retention rate. According to the focal point walkthrough data, 87% of teachers are using approved Tier I instructional materials. Kinder through through 3rd grade disaggregated data to identify student deficit to inform tier II instruction in a walk to read model improving growth and proficiency in Reading.

Areas for Growth

80% of staff met in PLS's regularly. 100% of staff need to engage in weekly PLCs to increase collective efficacy and student outcomes. 100% of staff, including support professionals will be engage in weekly PLCs in a shared space on the same day to collaborate in grade levels and across grade levels. A series of different questions from PLC+ will be posed weekly for teams to engage in conversations through an asset based lens.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners face academic challenges as they continue to develop proficiency in the English language.	Sub group data will be analyzed to provide student groups differentiated supports during tier I and tier II instruction. Reading center staff and gen ed staff will collaborate and communicate with one another to increase student support. Our strategist will provide small group intervention for identified ELL students.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	Identified students will be offered additional after school supports and services to close achievement gaps.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	100% of our students fall into this category. All students will be taught and have access to Tier I materials.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	95% of our students fall into this category. All students will be taught and have access to Tier I materials.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Students with IEPS will also engage in Core 95 lessons to increase foundational skills.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	80% of teachers engaged in weekly PLCs during the 25-26 school year.	All grade levels meeting at different times and dates did not create consistency, accountability or collective efficacy.

★ = Priority

Connectedness

Areas of Strength

Throughout the 2025-2026 school year, Fay Herron's chronic absenteeism remained lower than previous years, dropping as low as 3% in the Fall of 2025. Staff remained committed to the students of Herron ES through phone calls and in-home visits. Administration continued to offer incentives through student celebrations, and administration continued to meet in-person with families to educate about the importance of attending everyday.

Areas for Growth

Reducing student absenteeism and tardiness among our special education students; 8.1% of our special education students are chronically absent in comparison to 5% that are not identified with an IEP. Additionally, primary grade levels are higher than intermediate grades. Kindergarten students are 10% chronically absent, 1st grade is 7.7%, and 2nd grade is 7.4%, versus 3rd grade is 3.7%, 4th grade is 4.3%, and 5th grade is 2.3%.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and access to resources students may not consistently attend school.	Provide community resources to families to assist with housing, utility, medical and food bank assistance.
Title 1 HOPE	Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.	Provide community resources to families to assist with housing, utility, medical and food bank assistance.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	100% free and reduced lunch. Provide community resources to families to assist with housing, utility, medical and food bank assistance.
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	At about 5% white, 5% black, and 90% Hispanic, all students are provided high quality instruction, SEL and access to resources. Families are given the opportunity to do everything in their native language.

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Meet regularly with parents to explain academic & behavioral supports, progress on IEP goals and importance of attendance.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	In the 2018-2019 school year, Fay Herron's chronic absenteeism was approximately 1.1%. In the 2021-2022 school year, 133 students out of 687 are chronically absent, which is approximately 20%. In the 2022-2023 school year, Fay Herron's chronic absenteeism was 10.2 %. In the 2023-2024 school year, Fay Herron's chronic absenteeism was 6.7 %. In the 2024-2025 school year, Fay Herron's chronic absenteeism was 6.3%. In the 2025-2026 school year, Fay Herron's chronic absenteeism was 5.7%. Fay Herron needs to continue to reduce chronic absentee	All families need to understand that Every Day Matters.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	42.8 % of students are at grade level according to the MAP assessment given in Spring, 2026. 38% are performing at the 61st percentile in ELA and 47% are performing at the 61st percentile in Math.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.
2 ★	80% of teachers engaged in weekly PLCs during the 25-26 school year.	All grade levels meeting at different times and dates did not create consistency, accountability or collective efficacy.
3 ★	In the 2018-2019 school year, Fay Herron's chronic absenteeism was approximately 1.1%. In the 2021-2022 school year, 133 students out of 687 are chronically absent, which is approximately 20%. In the 2022-2023 school year, Fay Herron's chronic absenteeism was 10.2 %. In the 2023-2024 school year, Fay Herron's chronic absenteeism was 6.7 %. In the 2024-2025 school year, Fay Herron's chronic absenteeism was 6.3%. In the 2025-2026 school year, Fay Herron's chronic absenteeism was 5.7%. Fay Herron needs to continue to reduce chronic absentee	All families need to understand that Every Day Matters.
4 ★	As evidenced by 2026 Spring MAP data, the problem is LEP students are performing below non LEP student groups in Math by 31% and 33% in Reading.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **Early childhood literacy and math data**
- [x] **Early reading assessment results**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Nevada State Performance Framework (NSPF)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Alternate ACCESS (WAA)**
- [x] **WIDA Screener**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Equity data**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **School leadership data**

- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Enrollment**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

Increase the percentage of students performing at or above the 61st percentile in Math from 47% in Spring of the 25-26 school year to 50% in Spring of the 26-27 school year as measured by the spring i-Ready benchmark. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Increase the percentage of students performing at or above the 61st percentile in English Language Arts from 38% in Spring of the 25-26 school year to 41% in Spring of the 26-27 school year as measured by the spring i-Ready benchmark. (Academic Excellence: Strong Readers, Writers, and Communicators)

Based on the i-Ready assessment for Fall 2026, 86% of students scored below grade level in Reading.
Based on the i-Ready assessment for Fall 2026, 91% of students scored below grade level in Math.

Formative Measures: i-Ready benchmarks
Tier I monitoring tool

Improvement Strategy 1

Ensure all teachers have strong Tier I instruction, using the teaching and learning cycle. Teachers will use high quality tier I instructional materials.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Staff will utilize the district pacing guides and their respective instructional materials.	Teachers	August - May	
2	Hold vertical alignment groups and weekly PLCS to plan and analyze instruction around upward spiraling standards and how they blend together.	Teachers, administration and strategists	August - May	
3	Administration walks through all classrooms at least once a week and performs informal and formal observations on a continual basis	Administration	August - May	
4	Strategist assist any teachers with enhancing instruction through modeling, sharing, observations, and recordings.	Strategists	August - May	
5	Increase licensed contract day by 19 minutes to conduct PLC meetings and PL.	Teachers, administration and strategists	August - May	

Position Responsible: Administration

Resources Needed: Ongoing Professional Learning
Instructional Materials
Extra minute allocation for PLC

Evidence Level

Level 2: Moderate:
HMH

Level 3: Promising:
Envisions

Problem Statements: Student Success 1

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

Status Checks

In progress

October	February	June

Improvement Strategy 2

Develop an effective 30 minute tier II instructional block that includes small group instruction using high quality instructional materials. Increase programming by adding staff members to provide small group instruction during the tier II instructional block.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning for groupings and instructional materials for small group instruction settings.	strategists, curriculum coaches	August - May	
2	Hold vertical alignment groups to share productive strategies and resources for tier II and tier III instruction.	teachers, administration, and strategists	August - May	
3	Meet in grade levels to hold RTI and MTSS meetings to develop individual learning plans.	teachers, administration, and strategists	August - May	
4	Strategist will work closely with teachers to monitor small group instruction and provide support to complete necessary paperwork.	teachers, strategists	August - May	
5	Administration will conduct quarterly small group walk throughs.	Administration	August - May	
6	Reading center staff will work closely with grade level staff to provide needed student support and assistance with data collection.	teachers, administration, and strategists	August - May	

Position Responsible: Administration

Resources Needed: Zoom Reading Center tutors
Reading Center tutors
Tier II instructional materials & resources
Allocated time

Evidence Level

Level 1: Strong:
95 Phonics Core

Level 2: Moderate:
FastBridge, Coaching

Problem Statements: Student Success 1

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

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	42.8 % of students are at grade level according to the MAP assessment given in Spring, 2026. 38% are performing at the 61st percentile in ELA and 47% are performing at the 61st percentile in Math.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.

SMART Goal 2

Increase proficiency in Mathematics among English Learners from 29% in 2026 to 34% by 2027, as measured by Spring i-Ready assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Increase proficiency in ELA among English Learners from 19% in 2026 to 24% by 2027, as measured by Spring i-Ready assessments. (Academic Excellence: Strong Readers, Writers, and Communicators
Increase the percentage of English Learners proficient from 22% in 2026 to 27% by 2027, as measured by WIDA language assessment. (Academic Excellence: Strong Readers, Writers, and Communicators

Formative Measures: i-Ready benchmarks
Summit

Improvement Strategy 1

AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by December 2026.	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers.	Twice during the 2026-2027 school year: September and January.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, and EL School Support Coordinator.	Ongoing during the 2026-2027 school year.	

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool
Academic Language Look (ALL) For Tool

Evidence Level

Level 1: Strong:
95 Phonics

Level 2: Moderate:
HMH K5, i-Ready Personalized Instruction

Level 4: Demonstrate Rationale:
QTEL, Summit K-12, HMH Writable

Problem Statements: Student Success 2

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

Status Checks

In progress

October	February	June

Improvement Strategy 2

AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.	
2	Implement Reading Skills Centers as a Tier II support for designated EL students.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year	
3	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year	
4	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers.	Ongoing during the 2026-2027 school year	

Position Responsible: Administration

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum.
ELD instructional materials, STEL Curriculum
ACLE instructional materials, English 3D
Reading Skills Center materials and curriculum
Summit K12
FLS, ELD, and ACLE Look For Tools

Evidence Level

Level 1: Strong:
95 Phonics Core

Level 4: Demonstrate Rationale:
FLS Curriculum, Summitk12, STAR Reading/Renaissance,

Problem Statements: Student Success 2

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

Status Checks

In progress

October	February	June

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	As evidenced by 2026 Spring MAP data, the problem is LEP students are performing below non LEP student groups in Math by 31% and 33% in Reading.	Educators need professional learning on scaffolding and differentiating to increase overall achievement and to close the achievement gap for LEP students.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

☑ **Aligns with District Goal**

2025-2026 80% of teachers were participating in PLC meetings weekly. By the end of the 2026-2027 school year, 100% of PLC meetings will follow the schoolwide PLC+ structure as measured by PLC observation forms with a focus on tier I and tier II small groupings. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Formative Measures: Administration will use the PLC observation tool .
Administration and strategist will be present at all PLC meetings.
Administration and strategist will review PLC document.
Administration and strategist will conduct small group observations.

Improvement Strategy 1

Grade Level will meet in PLCs weekly to analyze data and respond to student needs.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and support professionals will meet in weekly PLCs to review student data and answer a set of questions to guide collaborative PLCs in grade levels and across grade levels.	Administration, strategists and teachers	August - May	
2	Teachers will identify students that need intervention, differentiation or scaffolds, and will apply Tier I & Tier II instruction accordingly, including, but not limited to small groups.	Teachers	August - May	
3	Admin and strategist will attend PLC weekly meetings and take measurements of PLC success using the PLC look-for-tool.	Administration, strategists	August - May	
4	Administrators and strategists will engage in coaching as needed.	Administration, strategists and teachers	August - May	

Position Responsible: Administration

Resources Needed: PLC+ templates in a drive
PLC+ training and books
Heather Wheatley peer coaching and mentoring of 95 Core Professional Learning

Evidence Level

Level 2: Moderate:
Coaching

Problem Statements: Adult Learning Culture 1

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

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	80% of teachers engaged in weekly PLCs during the 25-26 school year.	All grade levels meeting at different times and dates did not create consistency, accountability or collective efficacy.

Inquiry Area 3

Connectedness

SMART Goal 1

☑ **Aligns with District Goal**

Reduce the percent of all students chronically absent from 5.7% in Spring of the 25-26 school year to 4% by Spring of the 26-27 school year, as measured by attendance records and reported on the NSPF. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Formative Measures: Daily attendance rate
Chronic absenteeism list

Improvement Strategy 1

Staff will conduct home visits to encourage students to attend school and increase attendance rates.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	The student success advocate will check attendance daily and keep track of students who show patterns of chronic absenteeism.	Administration, student success advocate	August - May	
2	Administration, student success advocate, and staff members will conduct home visits to check in with the family and offer support to bring them to school or make a plan to get students home safely, when possible.	Administration, student success advocate	August - May	
3	Administration and strategist will conduct monthly family engagement meetings to align with school priorities including attendance.			

Position Responsible: Administration & strategist

Resources Needed: Student Success Advocate
Attendance information to share with parents
Truancy Officer/CCSD Truancy Office
Attendance Prizes

Evidence Level

Level 1: Strong:
Student Success Advocate

Level 2: Moderate:
Data Analysis, Student Mentoring

Problem Statements: Connectedness 1

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

Status Checks

In progress

October **February** **June**

Improvement Strategy 2

Staff will provide tools and incentives to increase student attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Random prizes for students who are in attendance on that given day.	Administration. student success advocate	August - May	
2	Meet with parents to discuss the importance of attendance/academic neglect/community resources.	Administration. student success advocate	August - May	
3	Meet with and offer individual students who are chronically absent incentives for their attendance.	Administration. student success advocate	August - May	
4	Admin will make home visits with the student success advocate after a parent fails to attend their scheduled attendance conference at the school.	Administration and student success advocate	August - May	
5	Have "We Are all Here" attendance classroom incentive plan implemented school-wide, as well as school-wide designated attendance parties.	Teachers, Administration. student success advocate	August - May	

Position Responsible: Administration

Resources Needed: Staff to meet with parents and offer community resources
Money from student store sales and other fundraisers
Prizes

Evidence Level

Level 1: Strong:
Attendance records

Level 2: Moderate:
Grade analysis of missed instruction

Level 3: Promising:
Student mentoring

Problem Statements: Connectedness 1

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

Status Checks

In progress

October **February** **June**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	In the 2018-2019 school year, Fay Herron's chronic absenteeism was approximately 1.1%. In the 2021-2022 school year, 133 students out of 687 are chronically absent, which is approximately 20%. In the 2022-2023 school year, Fay Herron's chronic absenteeism was 10.2 %. In the 2023-2024 school year, Fay Herron's chronic absenteeism was 6.7 %. In the 2024-2025 school year, Fay Herron's chronic absenteeism was 6.3%. In the 2025-2026 school year, Fay Herron's chronic absenteeism was 5.7%. Fay Herron needs to continue to reduce chronic absentee	All families need to understand that Every Day Matters.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

All forms of data are gathered and analyzed among the CIP team to look for trends and areas of improvement. It has been determined that all grade levels should be considered when looking at school wide data, therefore we examine data that is present in all grade levels such as MAP, MTSS data, RTI data, LEP data, reading center data, chronic absenteeism and observational data. We meet quarterly to determine need and action.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The Site Based Committee, which includes staff, parents, and community members meets twice in the fall to review the plans and provide feedback for making revisions. Please see the Continuous Improvement Team table included in this plan. In addition, additional stakeholder feedback is gathered by holding monthly team meetings for data analysis and next steps. Parent surveys are also conducted 1-2 a year.

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. Plan are posted on our website. All communication is posted in English and Spanish.

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. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school. Herron's Title I funds support a student success advocate to help implement the MTSS structure. Additionally, Title I funds are used to reduce class sizes to ensure students have the most possible access to effective instruction.

2.5 Increased learning time and well-rounded education

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school. Herron's Title I funds support a student success advocate to help implement the MTSS structure. Additionally, Title I funds are used to reduce class sizes to ensure students have the most possible access to effective instruction.

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

Monthly parent meetings are held in partnership with our family engagement center. Additionally, we hold a resource fair, community BBQ, Fall Festival, data night, Open House and a Discovery Night.

5.1 Determine which students will be served by following local policy

N/A

Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 7, 2026 @ 4:15 PM	google meet	--	--
October 2, 2026 @ 6:15 AM	library	Act 2.pdf	10_2_26 Instructional Team Meeting Agenda & Minutes.pdf
May 20, 2026 @ 2:45 PM	google meet	--	SOT Agenda Notes 5_20_26.pdf
May 15, 2026 @ 7:00 AM	RM 51/52	--	5_15_26 Instructional Team Meeting.pdf

Members

First Name	Last Name	Position	Committee Role
Paula	Manino	parent/sot	collaborator
Judy	Anderson	parent/sot	collaborator
Lupita	Martinez Miranda,	parent/sot	collaborator
Ana	Moreno	SPTA	collaborator
Jacob	Decker	resource teacher	collaborator
Jodylynn	Bristol	GATE teacher	note taker
Matt	Wiegand	5th grade teacher	collaborator
Windy	Saelee	4th grade teacher	collaborator
Adam	Hassler	3rd grade teacher	collaborator
Jade	Casillas-McDermott	2nd grade teacher	collaborator
Renee	Morgan	Kinder teacher	collaborator
Susan	Sharrer	1st grade teacher	collaborator
Ivette	Gutierrez	Pre-k teacher	collaborator
Anna	Slighting	Assistant Principal	collaborator
Michelle	Wheatfill	Principal	CI Team Lead

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 20, 2026	Act 3/ Act 1: School Improvement Plan
SOT Meeting	August 12, 2026	Act 1: School Improvement Plan Confirmation 2026-2027