Clark County School District

Roberts, Aggie ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

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



District Approval Date: October 28, 2026

Mission Statement

The mission of Aggie Roberts Elementary is to partner with all stakeholders to grow motivated learners who problem solve academically as well as socially and persevere with a growth mindset; balancing developmentally appropriate and high quality instruction in a safe and respectful learning environment where all students are included and have equal access to the experiences they need to stay on the road to success.

Vision

All students progress to middle school and beyond with the academic, social-emotional and behavioral skills needed to contribute positively to a diverse global society.

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 http://nevadareportcard.nv.gov/DI/nv/clark/aggie_roberts_elementary_school/nspf.

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

As a school, we did not meet our goal.

During the 2025-2026 school year, 42.6% of our students met their math growth goal and 50.1% of our students me their reading growth goal.

28.9% of students were proficient in MAP math in the spring 2026 and 32.8% of students were proficient in MAP reading in the spring of 2026.

17% of our EL students were proficient in MAP math in the spring 2026 and 21% of our EL students were proficient in MAP reading in the spring of 2026.

During the 2024-2025 school year (**Will update when data arrives):

39.4% of 3rd-5th grade students were proficient on the ELA SBAC and 27.3% of 3rd-5th grade students were proficient on the math SBAC.

14.5% of ELL students were proficient on the WIDA assessment.

Student Success Areas for Growth

Students were not proficient in reading and math according to the MAP assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall i-Ready Data: There is an achievement gap of 5% points between LEP and non-LEP students at the 70th percentile in Reading. There is an achievement gap of 6% points between LEP and non-LEP students at the 80th percentile in Math. • The achievement gap for reading was 15% and math was 14% on the MAP assessment. • Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures. • English learners face academic challenges as they continue to develop proficiency in the English language.	1003(a) Funding Language support includes visuals, sentence frames, and direct math vocabulary instruction. 95 Phonics Core Program, Coaching, Exact Path, HMH, envisions Common Core 2020, Amplify Science, MAP Growth Assessment Integrate oral and written English language instruction into content-area teaching. Provide small-group instruction to ELL students struggling with literacy and English language development. Teachers will integrate oral and written English language instruction into content-area teaching and provide daily small-group instruction to ELL students struggling with literacy and English language development. We will incorporate observation of these strategies for ELLs during our five weekly observations. The administration will conduct at least five weekly observations to monitor small group implementation.
Foster/Homeless	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, and academic, and social/emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	• There is currently no identifiable achievement gap between FRL/Not FRL as all students qualify for FRL. • Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	Consistent, targeted math interventions
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Ensure all cultures are represented in the materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following students' IEPs, including making accommodations and modifications.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall proficiency in math and reading was low.
Critical Root Cause: Implementation of Tier I instruction, purposefully planned lessons aligned to standards.

Problem Statement 2 (Prioritized): As evidenced by SBAC and i-Ready, the problem is that ELs are performing below non-EL students.
Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to a lack of academic language and a lack of Tier I and Tier II scaffolding and supports.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by MAP ELA from 32.8% in 2025-2026 to 42.8% on i-Ready in 2026-2027. Increase the percentage of proficiency as measured by MAP math from 28.9% in 2025-2026 to 38.9% on i-Ready 2026-2027.

(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall i-Ready Data:
78% of students scored below grade level in Reading.
89% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: Grade level common assessment, Data analysis of the common assessments, classroom observations from admin w/feedback

Improvement Strategy 1 Details

Improvement Strategy 1: Teachers utilize purposefully planned learning tasks and activities to support overall mastery of the standards.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will collaborate with grade level colleagues weekly (grade level PLC and planning meetings) to plan lessons utilizing the Tier I curriculum (enVision, 95 Phonics, HMH, and Amplify).	Teachers	Weekly	
2	Teachers will purposefully plan instruction in alignment with lesson planning expectations following CCSD Reg 6122 guidelines.	Teachers	Daily	
3	Teachers will utilize approved Tier 1 instructional materials to plan and deliver high-quality Tier 1 instruction.	Teachers	Daily	
4	Teachers will use and follow CCSD Pacing Guides in all content /subjects when planning lessons/tasks.	Teachers	Daily	
5	Administration will conduct classroom instructional observations to monitor and provide post-observation feedback conferences (within 24 hours) with all teachers to support Tier 1 instruction.	Administration	weekly	
6	Administration will monitor and support the use of approved Tier 1 instructional materials by all teachers.	Administration	Daily	
7	Administration will monitor the use of CCSD Pacing Guides by all teachers to ensure instructional planning and delivery is aligned to the use of common summative and formative assessment.	Administration	Daily	
8	Principal will observe and use the PLC observation tool to monitor that instruction is aligned to the Tier 1 expectations and give feedback.	Administration & Strategist	Weekly	
9	Administration will conduct quarterly data meetings to give feedback on and monitor data.	Administration	Quarterly	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Administration will utilize the Tier I monitoring Tool (Focal Point) to monitor that instruction is delivered in alignment with the Tier I Expectations and provide actionable feedback.	Administration	Weekly	
11	Students will receive instruction aligned to the Tier I Expectations	Teachers	Daily	
12	Administration and strategist will partner with the HMH implementation manager.	Administration & Strategist	Quarterly	
13	Administration will partner with CCSD math department.	Administration & Strategist	Quarterly	

Position Responsible: Administration

Resources Needed: Money for collaboration time

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

Evidence Level
Level 3: Promising: enVision math

Problem Statements/Critical Root Cause: Student Success 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of English Learners proficient on SBAC ELA from 27.2% in 2025-2026 to 32% in 2026-2027, on SBAC Math from from 4.7% in 2025-2026 to 10% in 2026-2027, and on WIDA from 37.2% in 2025-2026 to 40% in 2026-2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall i-Ready Data:
There is an achievement gap of 5% points between LEP and non-LEP students at the 70th percentile in Reading.
There is an achievement gap of 6% points between LEP and non-LEP students at the 80th percentile in Math.

Aligns with District Goal

Formative Measures: MAP projected proficiency data

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

Improvement Strategy 1: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

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.	Completed by December 2026.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers.	Ongoing during the 2026-2027 school year.	

Position Responsible: School leadership team

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

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

Evidence Level
Level 4: Demonstrate Rationale: Summit K12

Problem Statements/Critical Root Cause: Student Success 2

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

Improvement Strategy 2: Implement Tier II support for identified EL student groups.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	Strategists	Ongoing during the 2025-2026 school year	
2	Implement Summit K12 Tier II support for all STEL students.	Classroom teacher & strategist	Ongoing during the 2025-2026 school year	
3	Implement Summit K12 Tier II support for all LTEL students.	Classroom teacher & strategist	Ongoing during the 2025-2026 school year	
4	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 2025-2026 school year	
5	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 2025-2026 school year	

Position Responsible: School leadership team

Resources Needed: FLS instructional materials, Summit K12

Evidence Level
Level 4: Demonstrate Rationale: Summit K12

Problem Statements/Critical Root Cause: Student Success 2

Inquiry Area 1: Student Success

SMART Goal 3: Increase the percentage of Black/African-American students proficient in mathematics from 4.5% (1/22) in 2026 to 13% (3/23) by 2027, as measured by state summative assessments. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall i-Ready Data:
2% of Black/African-American students scored Early On Grade Level and 2% scored Mid or Above Grade Level in Math.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: School staff will collaborate with the District's math department.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Admin will schedule math walks with the District's math department to analyze instruction.	Administration	quarterly	
2	Grade levels will collaborate with the District's math department during PLC to purposefully plan for instruction.	teachers	once per month	

Position Responsible: Admin

Resources Needed: Scheduled walks
Scheduled PLCs
EnVisions Math

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: EnVisions Math

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Adult Learning Culture

Adult Learning Culture Areas of Strength

Structure in place for weekly professional learning, including PLCs at all grade levels.

Adult Learning Culture Areas for Growth

Consistent Tier I implementation in all classrooms

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring teachers purposefully plan language structures during PLCs.	1003(a) Funding Language support, including visuals, sentence frames, and explicit instruction. Administrators will share the expectation that teachers implement Solve and Share with fidelity to increase language development during weekly Professional Learning Communities (PLC).

Student Group	Challenge	Solution
Foster/Homeless	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.	Follow foster students academic plan and counselor will conduct check-ins with students in each group.
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.	
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Purposefully analyze and/or plan for culturally appropriate materials.	Ensure that all cultures are represented in materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following student's IEPs including accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers provided inconsistent tier 1 instruction found during daily walkthroughs. On average, 90% of teachers were posting & interacting with the learning intentions and success criteria each week; however, 65% of students knew what they were learning. 100% of teachers will post & interact with the learning intentions & success criteria and 100% of students will know what they are learning.
Critical Root Cause: Teachers need more time and support to focus on standard task alignment and analysis of student data to determine next steps.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of classrooms that are engaging students during instruction measured by Focal Point from 46% of classrooms (fall 2026) to 73% of classrooms (winter 2026) to 100% of classrooms (spring 2027). (Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 55 walk-throughs):
58% of walk-throughs showed evidence of student engagement.

Aligns with District Goal

Formative Measures: Daily walkthroughs by admin w/feedback to the teachers

Improvement Strategy 1 Details

Improvement Strategy 1: Each admin will conduct classroom observations daily, providing feedback, and support where necessary.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administration will conduct classroom walkthroughs daily to ensure all staff are providing instruction that is in alignment with CCSD Tier I expectations (learning intentions, success criteria, and standard are posted; students are engaging with the learning intention & success criteria).	Admin	Daily	
2	During daily classroom walkthroughs administration will be gathering data on the following: Tier I Expectations & NEPF Standards and Indicators.	Administrators	Daily	
3	Administrative team will conduct at least two observations & conferences together to calibrate.	Administrators	Monthly	
4	Administration will share walkthrough data with staff once a month during a Friday staff meeting and/or the Monday Memo to reflect on progress toward the goal, revisit specific look fors that were/were not observed during that month's walkthroughs, and reiterate expectations moving forward.	Administrators	Monthly	
5	Admin will give face-to-face feedback to teachers.	Administrators	Weekly	
6	Learning intentions & success criteria will be updated & posted.	Teachers	Daily	
7	Learning intentions & success criteria will be engaged with students.	Teachers	Daily	
8	Teachers will collaborate with grade level colleagues weekly during PLCs and grade level planning meetings to purposefully plan lessons utilizing the Tier I curriculum (enVision, 95 Phonics, HMH, and Amplify) and will receive a prep buy out with 1003a money as available.	Teachers	Weekly	
9	Teachers will purposefully plan lessons utilizing the Tier 1 curriculum and materials purchased with 1003a money.	Teachers	Daily	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Teachers will provide instruction aligned with weekly PLC planning.	Teachers	Daily	
11	Principal will attend PLCs and utilize the PLC observation tool to provide feedback.	Principal	Ongoing through the 25-26 year	
12	The leadership team (LIT) will participate in PLC cycles by observing all teachers and analyzing the data.	Leadership Team	quarterly	
13	Teachers will plan for formative assessments during their PLCs to provide themselves with evidence of student learning.	Teachers	weekly/ daily	

Position Responsible: Administration

Resources Needed: Time to meet with teachers & reflect on instruction

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

Evidence Level
Level 2: Moderate: coaching

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

There is a team focused on student wellness and a team that analyzes behavior data weekly.. Expectations and routines are in place with minimal direction by adults.

Connectedness Areas for Growth

All teachers inconsistently enforce their classroom routines and expectations as well as use Dojo points to reinforce positive student behavior.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent implementation of the solutions across the school.	1003(a) Funding Visuals and sentence frames to assist in understanding of the different emotions. Teachers engage in restorative practice PL and implement it more consistently. The counselor is teaching monthly SEL lessons to all classes. The 5:1 data collected will be shared with our staff quarterly. Staff will ensure ELL students understand the vocabulary they are using with their positive feedback (5:1s). In some classrooms; students are positively acknowledging each other. Data will be collected quarterly. In between the quarterly gatherings, the principal, Boys Town SSS, and behavior strategist collect data weekly.

Student Group	Challenge	Solution
Foster/Homeless	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.	Follow foster student's academic plan and the counselor will conduct check-ins with students in each group to support their social/emotional selves.
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.	Teachers will conduct daily whole-group check-ins and morning circles, which include direct SEL instruction.
Migrant/Title1-C Eligible		N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Ensure that all cultures are represented in materials used.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Teachers need to ensure they are following student's IEPs including accommodations and modifications. Create and follow students' BIPs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Teachers are inconsistently reinforcing their classroom expectations.
Critical Root Cause: Teachers' confidence in addressing student behaviors and not knowing what logical consequence to give the student.

Problem Statement 2 (Prioritized): Some students/student groups are consistently absent and missing instructional time in classrooms.
Critical Root Cause: Students/parents do not understand the negative ramifications that chronic absenteeism has on academic achievement and social/emotional well-being at school.

Inquiry Area 3: Connectedness

SMART Goal 1: According to our Student Perception Survey, 61.6% (182/248) students in Grades 2-5 reported feeling known, valued, and connected at school in the beginning of the year (2026-2027) and by the end of the year, increase the percentage of students who reported feeling known, valued, and connected at school to 95% (236/248) students in Grades 2-5. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Aligns with District Goal

Formative Measures: Student perception survey data

Improvement Strategy 1 Details

Improvement Strategy 1: Schoolwide expectations (matrix) are taught within the MTSS framework. Community Circles and restorative practices are embedded in the daily schedule. Positive feedback used daily to build a positive climate and culture in each classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Staff will explicitly teach a Boys Town skill of the month in Tier 1 daily in order to provide students with the skills to successfully regulate their emotions. Staff will implement Boystown Skill of the month.	Teachers	Monthly	
2	The Impact (PBIS Team) will meet weekly to report on implementation of expectations, concerns and potential solutions in each of the following areas: family, student, and staff engagement, and student leadership.	Admin & teachers	Weekly	
3	Social Emotional Learning will be taught by classroom teachers.	Teachers	weekly	
4	Staff will positively reinforce students daily who are being Respectful, Responsible, and/or Safe by awarding them points on Class Dojo, and staff member will share Class Dojo data with staff once a month during a staff/ Impact team meeting and/or in the Monday Memo to monitor consistent use of positive reinforcements schoolwide.	All staff members	daily	
5	All school staff will provide clear expectations and routines and teach/re-teach as needed.	All staff members	daily	
6	New to Aggie Roberts staff will receive PBIS and Restorative Practices training.	Admin	beginning of year	
7	All staff will receive booster training on Restorative Practices.	Admin	monthly	
8	Staff will post the non-negotiable items that are related to the behavior expectations (i.e. school matrix).	Teachers	daily	
9	Impact (PBIS) team members will conduct Tier 1 walkthroughs collecting data on classroom environment non-negotiables and evidence of proactive preventative practices.	Impact team	quarterly	

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	Students will receive positive feedback at a rate of 5:1 (5 positives for every 1 negative/correction).	All staff members	daily	

In progress	No review	

Position Responsible: Admin

Resources Needed: Need the counselor, SSP, Boys Town SSS available all day to proactively teach students skills in small groups.

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

Evidence Level
Level 3: Promising: creating a positive school climate and culture

Problem Statements/Critical Root Cause: Connectedness 1

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease school-wide chronic absenteeism from 17.2% in 2025-2026 to 15% in 2026-2027. (Safe and Supportive Schools: Welcoming Schools) (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

To date (September 2026), the chronic absenteeism rate is 14.4%.

Aligns with District Goal

Formative Measures: FocusEd

Improvement Strategy 1 Details

Improvement Strategy 1: An attendance plan is in place to assist teachers with tracking and addressing chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	An attendance tracker is used to monitor student attendance	Teachers	Daily 2026-2027	
2	The teacher will connect with families when a child is absent to see if any resources/supports are needed.	Teacher	Daily 2026-2027	
3	A classroom incentive is provided to classrooms that have consistent 95% or above attendance.	Teacher, Admin	Daily 2026-2027	
4	Family incentives are offered for students whose class consistently maintains high attendance.	Teacher, Admin	Daily 2026-2027	

Position Responsible: Teachers, office staff, admin

Resources Needed: FocusEd
Teacher attendance spreadsheet (classroom/student)
Materials/prizes for incentives

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 1: Strong: MTSS

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: Overall proficiency in math and reading was low.

Critical Root Cause 1: Implementation of Tier I instruction, purposefully planned lessons aligned to standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers provided inconsistent tier 1 instruction found during daily walkthroughs. On average, 90% of teachers were posting & interacting with the learning intentions and success criteria each week; however, 65% of students knew what they were learning. 100% of teachers will post & interact with the learning intentions & success criteria and 100% of students will know what they are learning.

Critical Root Cause 2: Teachers need more time and support to focus on standard task alignment and analysis of student data to determine next steps.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Teachers are inconsistently reinforcing their classroom expectations.

Critical Root Cause 3: Teachers' confidence in addressing student behaviors and not knowing what logical consequence to give the student.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Some students/student groups are consistently absent and missing instructional time in classrooms.

Critical Root Cause 4: Students/parents do not understand the negative ramifications that chronic absenteeism has on academic achievement and social/emotional well-being at school.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: As evidenced by SBAC and i-Ready, the problem is that ELs are performing below non-EL students.

Critical Root Cause 5: The low performance of ELs in language proficiency and content achievement is due to a lack of academic language and a lack of Tier I and Tier II scaffolding and supports.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation
- Walk-through data
- Other

Connectedness

- Behavior
- Perception/survey data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

School-wide data is presented to the leadership team and SOT (which includes parents) to analyze and then help create goals and action steps.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Multiple meetings are held to analyze school-wide data with the leadership team, whole staff, and SOT (parents and staff) to analyze/understand the data and determine next steps. These meetings are open forum so that staff and parents can give feedback.

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. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

Our Title I money is used to pay for teachers' salaries to help lower class sizes.

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	$2,983,691.55	Staffing & Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$186,316.99	Staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$205,867.65	Staffing	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$673.38		
At-Risk Weighted Carry Forward	$16,106.57		
EL Weighted Carry Forward	$7700.34	Staffing	
Title IA	$162,171	Staffing	Student Success, Adult Learning Culture, Connectedness
1003(a)	$21,460.53	i-Ready, licensed/support extra duty pay, prep buyout, substitutes, instructional supplies, training supplies	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Member	Natalie Oliver	Parent
Member	Melissa Nicholson	Counselor
Member	April Mae McMahon	Parent
Member	Rich Donaldson	Parent
Member	Aldry Toribe	Parent
Member	Natalie Ortiz	SPTA
Member	Stacey Bostwick	Teacher
Member	Courtney Jones	Teacher
Member	Erin Angotti	RBG3
Member	Holly Jensen	Teacher
Member	Kendraya Chester	Teacher
Member	Katherine Sage	Teacher
Member	Erin Harris	Teacher
Member	Deniece Nohara	Assistant Principal
CI Tea Lead	Kristin Chase	Assistant Principal
Required	Marissa Rasavong	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 13, 2026	Parents have a surface level understanding of our data