Clark County School District

Iverson, Mervin R. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

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

District Approval Date: October 27, 2026

Mission Statement

Growing and learning on purpose.

Vision

Growing and learning on purpose.

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/mervin_iverson_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Mathematics- As a school, we increased from 44.3% in 2024-2025 to 50.5% in 2025-2026. African American students increased from 28% in 2024-2025 to 42.1% in 2025-2026; Hispanic students increased from 37.8% in 2024-2025 to 47% in 2025-2026; Homeless students increased from 0% in 2024-2025 to 66.6% in 2025-2026; and IEP students increased from 24.4% in 2024-2025 to 26.1% in 2025-2026

Reading- As a school, we increased from 45.4% in 2024-2025 to 48.2% in 2025-2026. Hispanic students increased from 36.5% in 2024-2025 to 40.4% in 2025-2026, students who are two or more races increased from 52.9% in 2024-2025 to 58.8% in 2025-2026and Homeless students increased from 25% in 2024-2025 to 100% in 2025-2026

AB 335:

- English Learner (EL) English Language Arts (ELA) Proficiency: On 2025-2026 SBAC, 20.6% of LEP students were proficient.
- EL Mathematics Proficiency: On 2025-2026 SBAC, 20.6% of LEP students were proficient.
- EL WIDA Met AGP: On 2024-2025 WIDA. 33.8% of students met the adequate yearly growth target.
- On the fall 2025 Summit K12 benchmark assessment students overall average was 3.02.

Student Success Areas for Growth

Reading- Increasing all sections on the initial achievement band to have a median student growth percentile of at least the 60 percentile.

AB 335:

- EL students increase their overall score on Summit K12.
- EL students meet the adequate yearly growth target on ELA and Mathematics SBAC and WIDA assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall 2026 i-Ready Gap Data: There is a proficiency gap of 19% points between LEP and non-LEP students at the 70th percentile in Reading. There is a proficiency gap of 12% points between LEP and non-LEP students at the 70th percentile in Math. ELs in math 54 Proficient LEP/46 Non-Proficient LEP and 61% Non LEP proficient. and ELs in reading 44% Proficient LEP/56% Non-Proficient LEP 43% Non LEP proficient. Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills. Limited vocabulary and comprehension skills. Long-term students are not making the same growth as newer ELL students.	Weighted funding will be used to employ a SOSA to provide ongoing language-focused support. Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff using sentence frames, front loading vocabulary, and discourse strategies.
Foster/Homeless	No current data however students are being supported. Frequent school changes, emotional trauma, and possibly limited parental support.	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff. The school behavior strategist and Teacher/Family assistant will implement wrap-around services to increase attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	No current data however students are being supported. Limited vocabulary and comprehension skills due to limited resources at home. Chronic absenteeism	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Implicit bias and expectations. Limited resources like tutoring.	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.
Students with IEPs	On the SBAC math, IEP students 24.4% proficient/non-IEPs 49.2% proficient On the SBAC ELA, IEP students 18.3% proficient/non-IEPs 52.2% proficient Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized support and interventions to ensure access to grade-level content. Need for additional time, tutoring, reading fluency is significantly below average compared to peers in general education	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff with appropriate accommodations and modifications to support student's needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 25% of Long Term LEP students met their growth goal in math. Students in the initial achievement bands from 0% to 30% were below the 44th percentile in reading.
Critical Root Cause: Majority of students are not participating in opportunities for extended productive discourse related to the standard. New reading and phonics curriculum: pacing does not align with the recommended time frames, teachers were not able to get through all the reading modules Not all subgroups have the appropriate instructional support for Tier III instruction.

Problem Statement 2 (Prioritized): AB 335: As evidenced by 2024-2025 SBAC, the problem is ELs are performing below other identified student groups at Iverson Elementary School.
Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to teachers are not using instructional materials.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of proficiency as measured by SBAC ELA from 48.2% in 2025 - 2026 to 53.2% by 2026 - 2027. Increase the

percentage of proficiency as measured by SBAC math from 50.5% in 2025 - 2026 to 55.5% by 2026 - 2027. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall 2026 i-Ready Data:
76% of students scored below grade level in Reading.
85% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: SBAC ELA and Mathematics

Improvement Strategy 1 Details	Reviews		
Improvement Strategy 1: Teachers will implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle observed.	**Status Check**		**EOY Reflection**
	Oct	**Feb**	**June**
	In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	All licensed staff attend and implement professional learning at the District and school level	Administration, learning strategist, and teachers	2026-2027 school year	
2	Administration completes classroom observations	Administration	2026-2027 school year	
3	Provide feedback and next steps for licensed staff including additional professional learning on Staff Development days	Administration	2026-2027 school year	
4	Provide model lessons for teachers	Administration and learning strategist	2026-2027 school year	
5	HMH training refresher for staff	Administration and learning strategist	2026-2027 school year	
6	Peer observations	Administration, learning strategist, and teachers	2025-2026 school year	

Position Responsible: Administration

Resources Needed: Literacy and math specialist
Instructional Frameworks
Teaching and Learning Cycle documents
Pacing Guides
Tier I program teacher's edition and online access
Teacher Clarity Guides
Learning Progression of Standards
Exact Path Reading and Math

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

Evidence Level
Level 1: Strong: 95 Phonics Core Program
Level 2: Moderate: HMH Into Reading
Level 3: Promising: enVision Mathematics Common Core 2020

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

Improvement Strategy 2 Details	Reviews	
Improvement Strategy 2: Provide school-wide intervention and enrichment for reading and mathematics.		**EOY**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Promote after school math professional learning offered by K-12 Mathematics Department and RPDP.	Administration and learning strategist	2026-2027 school year	
2	Provide professional learning and classroom support.	Administration and learning strategist	2026-2027 school year	
3	Provide pacing guidelines during instruction to ensure adequate pacing.	Administration and learning strategist	2026-2027 school year	✓
4	Teacher observations and feedback.	Administration and learning strategist	2026-2027 school year	
5	Develop intervention protocols for differentiated instruction to support ELL students in vocabulary and discourse.	Administration and learning strategist	2026-2027 school year	✓
6	Implement intervention protocols to support ELL students	Teachers	2026-2027 school year	
7	Provides RACE strategy support for comprehension and vocabulary.	Learning strategist	2026-2027 school year	
8	Implement RACE strategies for comprehension and vocabulary.	Teachers	2026-2027 school year	
9	Professional Learning on programs (Phonics Lesson Library and i-Ready).	Administration and learning strategist	2026-2027 school year	
10	Conversations about specific WIN support during PLC and/or DataTalks.	Teachers, administration, and learning strategist	2026-2027 school year	
11	FastBridge Benchmark assessment three times a year.	Teachers	2026-2027 school year	
12	Newcomer support.	Teachers and learning strategist	2026-2027 school year	

Status Check		Reflection
Oct	Feb	June
In progress	No review	

Position Responsible: Administration

Resources Needed: Teacher's Guide and online resources for 95 Phonics Intervention and enVision's intervention.
A Guide to Rigor in Mathematics.
CCSS Where to Focus Mathematics from Student Achievement Partners.
Weekly Wire for professional learning offered in ELMS.
Manipulatives for reading and mathematics.
Placement guidelines for phonics or comprehension/vocabulary groups.

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

Level 1: Strong: 95 Phonics Intervention Program, Lexia Level 3: Promising: enVision Mathematics Common Core 2020 **Problem Statements/Critical Root Cause:** Student Success 1, 2 - Adult Learning Culture 1			

Inquiry Area 1: Student Success

SMART Goal 2: AB 335:
Increase the percentage of English Learners proficient in Mathematics from 29 percentage points in 2025-2026 to 39 percentage points by 2026-2027, as measured by projected CRT Proficiency on i-Ready.
Increase the percentage of English Learners proficient in English Language Arts from 23 percentage points in 2025-2026 to 33 percentage points by 2026-2027, as measured by projected CRT Proficiency on i-Ready.
Increase the percentage of Short Term proficient in Listening from 39% in 2025-2026 to 49% by 2026-2027, as measured by WIDA assessment. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: Summit K12
i-Ready
Grades and/or classroom assessments
CRT

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

Improvement Strategy 1: AB 335: 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	Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs during Professional Learning Communities	School leadership team, learning strategist, teachers	Completed by May 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, EL School Support Coordinator	Two times during the 2026-2027 school year, November and March	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year	

Position Responsible: School leadership team, learning strategist, teachers

Resources Needed: PLC school guidance
Tier I Monitoring Tool
Tier I Teacher's editions

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

Evidence Level
Level 1: Strong: 95 Phonics Core Program
Level 2: Moderate: HMH Into Reading K-5
Level 3: Promising: enVision Mathematics Common Core 2020
Level 4: Demonstrate Rationale: Summit K12

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

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

Improvement Strategy 2: AB 335: Implement Tier II support for identified EL student groups: newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement HMH English Language Table Top lesson for Tier II support for EL students.	Learning strategist	Ongoing during the 2026-2027 school year	
2	Implement Summit K12 Tier II support for all EL students for 10 minutes each day.	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.	School leadership team, learning strategist	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, teachers, EL School Support Coordinator.	Ongoing during the 2026-2027 school year	

Position Responsible: Administration

Resources Needed: Summit K12
Look For Tools
Table Top Lessons from HMH
Core Curriculum for planning

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

Evidence Level
Level 1: Strong: Amplify Science, 95 Phonics Core Program
Level 2: Moderate: HMH Into Reading K-5
Level 3: Promising: enVision Mathematics Common Core 2020
Level 4: Demonstrate Rationale: Summit K12

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

Adult Learning Culture

Adult Learning Culture Areas of Strength

Grade levels met on average 11 times during the 2024-2025 school year to Analyze and Respond to Instruction.
Mathematics and Reading*: Walkthrough data: All K-5 classrooms teach intervention and core subjects using enVision, HMH, 95 Core Phonics, and 95 Phonics Lesson Library*
Attendance*: 8.5% chronically absent during the 2025-2026 school year excluding MDPs.*
Behavior*: 492 students had 2 or less behavior infractions. 395 students had zero infractions.*

Adult Learning Culture Areas for Growth

Administration uses PLC Observation Tool to ensure all components of the teaching and learning cycle occur.

Reading: Comprehension support for the 23.5% of students in Level 2 of SBAC during the 2025-2026 school year.

Mathematics: How to support the enrichment students: Level 4 SBAC students decreased from 21.3% in 2024-2025 to 18.5% in 2025-2026.

Attendance: 36 returning students were chronically absent in 2025-2026: 10 were kindergarten students, 5 students were new to Iverson ES, and 13 were also chronically absent during the 2024-2025 school year.

Behavior: 128 students with 470 behavior incidents during the 2025-2026 school year. 31 students had 3 or more incidents during the 2025-2026 school year.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need more planning time for additional vocabulary and comprehension support.	During PLC, teachers plan opportunities to edit questions and/or activities to meet the diverse classroom. Teachers plan strategic strategies to ensure students have opportunities for discourse, scaffolding, and supports for vocabulary. Teachers use 95 Comprehension for students who graduated 95 Phonics and are Level 2 or lower on SBAC.

Student Group	Challenge	Solution
Foster/Homeless	Need additional support for emotional trauma and gaps in education.	During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The behavior strategist will provide ongoing support and monitor students.
Free and Reduced Lunch	Need more planning time for additional vocabulary and comprehension support. Chronically absent	During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. Teachers use 95 Comprehension for students who graduated 95 Phonics and are Level 2 or lower on SBAC.
Migrant/Title1-C Eligible	Need additional support for emotional trauma and gaps in education.	During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.
Racial/Ethnic Minorities	Implicit bias and expectations. Limited resources like tutoring.	During PLC, teachers plan opportunities to edit questions and/or activities to meet the diverse classroom demographics. Plan strategic groupings to ensure each group is diverse.
Students with IEPs	Need for additional time for support, reading fluency is significantly below average compared to peers in general education.	During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who need remediation and acceleration. Teachers access IEPS to ensure strategies are used to scaffold instruction. The resource teacher participates in the PLC meetings to analyze data, determine needs, and plan effective instruction and support. Intermediate resource teacher use 95 Wrap for students who need Tier III reading support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In MAP reading, only the 40th and 80th decile were at or above the 50th percentile on the Achievement Band report Some grade levels did not meet as often as other grade levels to Analyze and Respond to Instruction.
Critical Root Cause: PLC meetings are structured as grade level meetings. PLCs need systems and structures in place across all grades. Not all grade levels taught all the reading and writing curriculum Norms are not set and expectations are not consistent for curriculum and instruction across the school. Instructional tasks assigned to students are below the rigor expected by the standard. Lack of follow through after profession learning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percentage of classroom observations that show evidence that all students are receiving instruction with evidence-based, scientifically researched Tier I instructional materials from 84.8% during the Spring of 2025 to 100% at the end of the second semester of 2026, as measured by Pacing Observation Matrix. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: Pacing Observation Matrix

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen Instructional Fidelity

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Develop and communicate clear non-negotiables for Tier 1 instruction	Administration	Ongoing during the 2026-2027 school year	
2	Conduct regular classroom walkthroughs focused on Tier 1 implementation	Administration	Ongoing during the 2026-2027 school year	
3	Provide teachers with exemplars and model lessons demonstrating effective implementation	Learning strategist and Administration	Ongoing during the 2026-2027 school year	
4	Determine "Look Fors" and appropriate pacing in each grade level.	Administration	Ongoing during the 2026-2027 school year	
5	Teachers show evidence of planning lessons with the Tier I lessons through their lesson plans and classroom instruction	Teachers	Ongoing during the 2026-2027 school year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
6	Provide targeted feedback to specific grade levels and professional learning.	Administration	Ongoing during the 2026-2027 school year	
7	Complete follow-up observations and compare results. Professional learning on high-leverage strategies.	Administration	Ongoing during the 2026-2027 school year	

Position Responsible: Administration

Resources Needed: Tier I curriculum materials
Pacing Guides
Teacher Clarity
Spiraling document
Vertical Alignment document
Teaching and Learning Cycle
PLC Plan Template
"Look Fors" document with pacing guidelines for math and reading
Elementary Mathematics Framework
Savvas, HMH, and CCSD professional learning: live sessions or playbacks
Elementary Literacy Framework
Student language domain proficiency levels
Common Assessments
PLC Observation Tool

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

Evidence Level
Level 2: Moderate: Professional Learning Communities (PLC)

~~Problem Statements/Critical Root Cause:~~ ~~Adult Learning Culture 1~~

Improvement Strategy 2 Details

Improvement Strategy 2: Utilize PLCs to support Tier 1 instruction

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide professional learning on how to have effective PLCs on Friday mornings, on Staff Development Days, and/or during common planning time.	Administration and learning strategist	Ongoing during the 2026-2027 school year	
2	Structure PLCs around curriculum planning and student learning	Grade level chair	Ongoing during the 2026-2027 school year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Review pacing, lesson internalization, and instructional strategies	Administration and learning strategist, grade level chairs and teachers	Ongoing during the 2026-2027 school year	
4	Analyze student work to determine effectiveness of Tier 1 instruction	Administration and learning strategist, grade level chairs and teachers	Ongoing during the 2026-2027 school year	
5	Identify barriers to implementation and develop solutions collaboratively	grade level chairs and teachers	Ongoing during the 2026-2027 school year	
6	Share successful instructional practices across teams	Administration	Ongoing during the 2026-2027 school year	
7	Professional learning on high-leverage strategies.	Teachers, administration, and learning strategist	Ongoing during the 2026-2027 school year	

Position Responsible: Administration

Resources Needed: Building a Professional Learning Community at Work
Teaching and Learning Cycle
PLC Plan Template
Learning by Doing
Common grade-level assessments
District MTSS resources
Tier I curriculum materials
Pacing Guides
Lesson Plans
Clarity Guides
Spiraling documents

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Reduced from 23.3% in the 2024-2025 school year to 15.1% in the 2025-2026 school year and from 16.3% in the 2024-2025 school year to 8.5% with MDP excluded for chronically absent students in 2025-2026 school year.

Connectedness Areas for Growth

Kindergarten, 13.9%, Grade 1, 17.4% with MDP excluded, Black, 20% with MDP excluded,, and Two or more races, 20.9% with MDP excluded have the highest percent of chronically absent students from the 2025-2026 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Parents may not fully understand school communications, policies, and/or the importance of regular attendance. Parents may not prioritize attendance or expect their child to attend daily	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist will provide ongoing support with social emotional learning. The Teacher/Family assistant will communicate and build relationships with families and have incentives.
Foster/Homeless	Lack of transportation, unstable housing, unmet basic needs, emotional support not met for individual students	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist will provide ongoing support with social emotional learning. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions. Determine needs for transportation.

Student Group	Challenge	Solution
Free and Reduced Lunch	Poverty-related stress, lack of transportation decline in health and/or limited health care	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group, wrap around services, communicate with families regarding telemedicine, and attendance incentives. Restorative practices and MTSS interventions.
Migrant/Title1-C Eligible	Frequent school changes, emotional trauma, lack of transportation, and language barrier	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The behavior strategist and/or Teacher/ Family assistant will offer a Lunch Bunch group, incentives, and offer wrap around services. Restorative practices and MTSS interventions.
Racial/Ethnic Minorities	Schools may not recognize diverse cultural norms or communication styles which could lead to implicit bias and expectations Language barriers for some groups	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions.

Student Group	Challenge	Solution
Students with IEPs	Anxiety, lack of proper accommodations, and additional doctor appointments	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, Iverson Elementary School had a chronic absenteeism rate of 15.1% and 8.3% with MDP excluded 45 students have 18 or more absences with MDP excluded. AB335: 14.3% of At-Risk ELL students are chronically absent. AB258: After 180 days of school, with MDP excluded, 16.7% of African American students, and 20.9% of two or more races while American Indian and Pacific Islanders have 0% chronically absent. Behavior events: 64.5% of school is Latino and accounts for 53% of events. 6.9% of school is African American and accounts for 22.8% of events. If two outliers are eliminated this would reduce to 44 events which accounts for 10.8% of events. 7.7% of school is two or more races and accounts for 9.8% of events. 12.9% of school is white and accounts for 9.8% of events
Critical Root Cause: Curriculum factors: difficulty with grade level standards, engagement, unmet academic or behavioral needs Environmental factors: What is the relationship with staff, communication with home/school, and/or services declined Student factors: Social challenges, sleep difficulties, chronic illness and/or mental health concerns Other factors: Start attendance intervention sooner for students who are new and consistently chronic year after year

Inquiry Area 3: Connectedness

SMART Goal 1: The school goal is to decrease chronic absenteeism by 2.3 percentage points from 14.9% in 2026 to 12.6% in 2027 as measured by the NSPF. The goal with MDP excluded is 8.3% to 6%. (Safe and Supportive Schools: Welcoming Schools, Safe and Supportive Schools: Students Who Are Known, Valued, and Connected, Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments, Safe and Supportive Schools: Sharing CCSD's Success)3

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 7.9%.

Aligns with District Goal

Formative Measures: District FocusED Chronic Absenteeism dashboard

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP)					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Complete**	**Oct**	**Feb**	**June**
1	Develop process "Student Attendance Support" to include: Update parent contact in Infinite Campus.	Teachers, office staff, and Teacher/Family Assistant	2026-2027 school year		In progress	No review	
2	Develop process "Student Attendance Support" to include: Letters and phone calls to students missing consecutive days.	Office staff and Teacher/ Family Assistant	2026-2027 school year				
3	Set up interventions.	Administration, Student Success Team, and Teacher/ Family Assistant	2026-2027 school year				
4	Text message "nudge reports", home visits, incentives, Beat the Bell,	Student Success Team	2026-2027 school year				
5	Share out newly added systems and structures regarding attendance from the Student Success Team during Staff Meetings and SOT.	Administration	2026-2027 school year				
6	Progress reports monthly	Teacher/Family Assistant	2026-2027 school year				
7	Conduct parent conferences with families on trend to chronically absent	Administration and Teacher/ Family Assistant	2026-2027 school year				
8	Refer students to the Truancy Prevention Outreach Program, Educational Neglect, and Child Protective Services as needed.	Clerk	2026-2027 school year				
9	Utilize PBIS interventions.	Teachers and Teacher/Family Assistant	2026-2027 school year				
10	Create and maintain a tracking system of effective and ineffective strategies. Adjust the plan as needed.	Administration	2026-2027 school year				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
11	Involve the PTA for feedback and plan to help address the parents regarding attendance.	Administration	2026-2027 school year	

Position Responsible: Administration

Resources Needed: Infinite Campus
School vehicle
Doctor's notes/absent notes
Phone
iPad

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

Evidence Level
Level 3: Promising: Absenteeism and Truancy: Interventions and Universal Procedures

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details

Improvement Strategy 2: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Finalize PBIS elements.	School safety team	2026-2027 school year	
2	Update behavior management plan.	School safety team	2026-2027 school year	✓
3	During staff meeting(s), share "Eagle Essentials" and behavior management plan.	Administration	2026-2027 school year	
4	During lunches, share the "Eagle Essentials" presentation with students.	Administration	2026-2027 school year	
5	Provide intervention supports.	Administration and behavior strategist	2026-2027 school year	
6	Support students with PBIS.	All staff	2026-2027 school year	
7	Coaching and mentoring on classroom management as needed for teachers.	Administration and learning strategist	2026-2027 school year	
8	Reinforce the school-wide behavior management plan.	All staff	2026-2027 school year	

Reviews

Status Check		EOY Reflection
Oct	Feb	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
9	Norms in specials with points.	Specialist	2026-2027 school year	
10	Model behavior norms.	All staff	2026-2027 school year	
11	Have status checks across different departments.	Administration	2026-2027 school year	
12	Dedicate a staff meeting for teachers to complete the survey and show previous years results.	Administration	2026-2027 school year	

Position Responsible: Administration

Resources Needed: Research other elementary schools' behavior plans.
CCSD School Counseling website
PBIS

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

In progress	No review	

Priority Problem Statements

Problem Statement 1: 25% of Long Term LEP students met their growth goal in math. Students in the initial achievement bands from 0% to 30% were below the 44th percentile in reading.

Critical Root Cause 1: Majority of students are not participating in opportunities for extended productive discourse related to the standard. New reading and phonics curriculum: pacing does not align with the recommended time frames, teachers were not able to get through all the reading modules Not all subgroups have the appropriate instructional support for Tier III instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In MAP reading, only the 40th and 80th decile were at or above the 50th percentile on the Achievement Band report Some grade levels did not meet as often as other grade levels to Analyze and Respond to Instruction.

Critical Root Cause 2: PLC meetings are structured as grade level meetings. PLCs need systems and structures in place across all grades. Not all grade levels taught all the reading and writing curriculum Norms are not set and expectations are not consistent for curriculum and instruction across the school. Instructional tasks assigned to students are below the rigor expected by the standard. Lack of follow through after profession learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2025-2026 school year, Iverson Elementary School had a chronic absenteeism rate of 15.1% and 8.3% with MDP excluded 45 students have 18 or more absences with MDP excluded. AB335: 14.3% of At-Risk ELL students are chronically absent. AB258: After 180 days of school, with MDP excluded, 16.7% of African American students, and 20.9% of two or more races while American Indian and Pacific Islanders have 0% chronically absent. Behavior events: 64.5% of school is Latino and accounts for 53% of events. 6.9% of school is African American and accounts for 22.8% of events. If two outliers are eliminated this would reduce to 44 events which accounts for 10.8% of events. 7.7% of school is two or more races and accounts for 9.8% of events. 12.9% of school is white and accounts for 9.8% of events

Critical Root Cause 3: Curriculum factors: difficulty with grade level standards, engagement, unmet academic or behavioral needs Environmental factors: What is the relationship with staff, communication with home/school, and/or services declined Student factors: Social challenges, sleep difficulties, chronic illness and/or mental health concerns Other factors: Start attendance intervention sooner for students who are new and consistently chronic year after year

Problem Statement 3 Areas: Connectedness

Problem Statement 4: AB 335: As evidenced by 2024-2025 SBAC, the problem is ELs are performing below other identified student groups at Iverson Elementary School.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to teachers are not using instructional materials.

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

- Criterion-Referenced Test in Science
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Coaching Logs
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- Home Visits
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The leadership team examined student achievement data, observation trends, program effectiveness to identify needs. After needs were determined, the team analyzed data and prioritized needs to develop action steps to best meet the needs of Iverson students.

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

The Site-Based Committee, which includes staff and parents, meets in the fall to review the plan, provide feedback, and make revisions. The School Organizational Team also reviews the plan and provides feedback that is shared with the Site-Based Team for review.

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 school uses Title I funds strategically to support student achievement through increased learning time with reduced class sizes, extended learning opportunities, and increased teacher collaboration.

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

Our school is committed to building strong home-school partnerships by offering a flexible schedule of parent involvement events designed to accommodate the needs of all families. We provide at least five family events throughout the year. After-school sessions for parents who can attend immediately following dismissal and evening events for working parents who need more time to arrive after work. These events include curriculum nights, parent-teacher conferences, and family engagement activities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Source	Amount
Gen Fund	$4,877,005
Read by 3	125,546
English Learners	428,292
At-Risk	136,920
Title 1	200,690

Continuous Improvement Team

Team Role	Name	Position
Teacher	Marc Sotelo	Autism
Teacher	Rondel Breakthrough	Autism
Teacher	Aaron Brown	Humanities
Teacher	Jennifer D'Amico	Strategist
Teacher	Deb Parks	Resource Teacher
Parent	Janelle McMahon	Parent
Teacher	Carrie Bowden	Librarian
Teacher	Jonathan Grade	Grade 3 Teacher
Teacher	Amanda Benavidez	RBG3 strategist
CI Team Lead	Victoria Watkis	Assistant Principal
Required	Kent Sabo	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT	5/13/26	SOT talked about creating a flow chart or spread sheet to keep track of incidents so classroom teachers can be aware of incidents that happen outside of the classroom.
Back to School Night	8/20/26	Parents applauded the grow we made so it appeared they were pleased with the positive outcomes.
SOT	10/7/26	SOT: how do we get the 50 kids who are chronically absent to school