Clark County School District

Webb, Del E. MS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 27, 2026

Mission Statement

Working together as a learning community, we will go one step further as WRANGLERS by fostering a positive work ethic, responsibility, academics, navigation of goals, generosity, leadership, enthusiasm, and respect in society.

Vision

One. Step. Further.

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/webb,_del_e_ms/2026/nspf

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

MAP data showed that the median achievement percentile in both math and ELA grew from Fall 2025 to Spring 2026. For both Math and Reading, MAP Quadrant reports show that, on average, Del Webb students demonstrate both high achievement and high growth. The master schedule and observation logs demonstrate that Del Webb excels in advanced course enrollment and the consistent use of Tier I Curriculum.

Student Success Areas for Growth

In both Math and ELA, MAP data showed a decline in the median growth percentile from the 24-25 to the 25-26 School Years.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to 26-27 MAP Data, 22% of our school population is at or below the 40th percentile in reading, while 66% of LEP students are at or below the 40th percentile in reading.	Students who qualify for Title III support will have access to ACLE and FLS elective courses during their instructional day to support the acquisition and application of English language skills. Translation services will be provided for important events, as well as documents and handouts to support parent comprehension and engagement. Staff are trained in effective instructional practices for LEP students. Students and families have access to Summit K12.
Foster/Homeless	Data is not available for foster/homeless students due to their small population.	Counselors and the MLT foster and homeless students as needed to meet their needs. The RTI/MTSS procedures include a thorough analysis of all factors that affect the students' education, as well as individualized support.

Student Group	Challenge	Solution
Free and Reduced Lunch	Data is not available for free and reduced lunch students.	The Tier I curriculum and supplements are designed to scaffold support for all students at their individual levels. The RTI/MTSS processes will include a thorough analysis of all factors that affect the student's education, as well as individualized support.
Racial/Ethnic Minorities	Black/African American, and Native Hawaiian/Pacific Islander students show significantly less growth and achievement than Asian and White students. According to 26-27 MAP Data, 12% of Asian students and 16% of Caucasian students test at or below the 40th percentile in math. 49% of Black/African American students and 29% of Native Hawaiian/Pacific Islander students tudents test at or below the 40th percentile in math. For ELA, 14% of Asian students and 15% of Caucasian students test at or below the 40th percentile. 40% of Black/African American students and 40% of Native Hawaiian/Pacific Islander students test at or below the 40th percentile.	Interim Assessment data is analyzed to identify areas of student need and targeted supports. The Tier I curriculum and supplements are designed to scaffold all students at their individual level. The revised RTI procedure will include a thorough analysis of all factors that affect the student's education as well as opportunities for individualized support.
Students with IEPs	Students with IEPs show significantly less growth and achievement based on the data reviewed. 69% of IEP students test at or below the 40th percentile in reading; 75% of IEP students test at or below the 40th percentile in math.	Interim Assessment data is analyzed to identify areas of student need, targeted supports, and develop student goals. The Tier I curriculum and supplements are designed to scaffold all students at their individual level.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): According to the Spring 2026 MAP Data, the percentage of students meeting their growth targets has decreased in the 25-26 school year compared to the 24-25 school year.
Critical Root Cause: A large percentage of our students are high-achieving, making it more challenging for them to meet their projected growth. The use of differentiation is inconsistent in classrooms and is often geared toward meeting the needs of the lower-achieving students. In accelerated classes, achievement levels often vary from just below grade level to well above grade level.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the number of students who met their projected growth target from 55% in math and 54% in reading to 59% in math and 58% in

reading on the i-Ready assessment by Spring 2027. (Academic Excellence: Innovative Learning and Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: i-Ready Growth Assessment

Improvement Strategy 1 Details

Improvement Strategy 1: Del Webb Middle School will enhance and refine the use of differentiation in the classroom to ensure the continuous growth of all learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training on incorporating differentiation into the Tier I curriculum.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP)	August 2026-May 2027	
2	Teachers will use data from i-Ready assessments and common assessments created in alignment with learning intentions and success criteria to identify areas where students require support and target instruction to meet student needs. Teachers will implement Tier I and Tier II supports in their classrooms based on the individual needs of students.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP)	August 2026-May 2027	
3	Increased school promotion of i-Ready growth and incentives.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP) Department Leaders	November 2026-May 2027	
4	Supplementing the Tier I curriculum as needed to reach all learners. Supplemental materials will need to follow all CCSD protocols.	Jennifer Mattox (AP)	August 2026-May 2027	
5	Monitor student progress toward their growth targets.	Reading and Math Teachers	August 2026-May 2027	

Position Responsible: Del Webb Leadership Team

Resources Needed: i-Ready Score analysis
Aligned professional development, as needed
Student incentives

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary. Supplemental materials, as needed and approved through CCSD protocols **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Amplify, Carnegie Level 2: Moderate: HMH Into Literature, Writable Level 3: Promising: Focal Point, Mathia Level 4: Demonstrate Rationale: PLC Tasks and agendas **Problem Statements/Critical Root Cause:** Student Success 1			

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

Improvement Strategy 2: Del Webb Middle School will incorporate Project-Based Learning (PBL) design elements into Tier I instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional development on PBL.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP), Teacher Leaders	August 2026-May 2027	
2	Designate time for content and grade-level instructional teams to meet in Professional Learning Communities (PLCs). PLCs will determine which design elements align with their Tier I curriculum and plan lessons accordingly.	Heather Mounts (Principal) Jennifer Mattox (AP)	August 2026-May 2027	
3	Administration will monitor and support the PLC process as needed to ensure the effective use of PBL design elements.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP)	August 2026-May 2027	

Position Responsible: Del Webb Leadership Team

Resources Needed: Calendar PLC meetings and tasks for incorporating PBL
Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day.
Aligned professional development
Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature
Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary.
Supplemental materials, as needed and approved through CCSD protocols
Materials for projects as needed- projects and materials can vary widely

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

Evidence Level
Level 1: Strong: PBL, Amplify, Carnegie
Level 2: Moderate: HMH Into Literature, Writable
Level 3: Promising: Promising: Focal Point, Mathia
Level 4: Demonstrate Rationale: PLC Tasks and agendas

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Departments consistently met as a Professional Learning Community (PLC) during either designated mornings or common preparatory planning time in the 2025-2026 School Year. PLCs documented their work on agendas and used CCSD PLC protocols throughout the year. During classroom walkthroughs, student engagement was observed 88% of the time, and scaffolding was observed 94% of the time.

Adult Learning Culture Areas for Growth

Differentiation was observed 76% of the time during classroom walkthroughs, leaving room for improvement. Interacting with learning intentions and success criteria was only observed 63% of the time.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	According to 26-27 MAP Data, 22% of our school population is at or below the 40th percentile in reading, while 66% of LEP students are at or below the 40th percentile in reading.	Students who qualify for Title III support will have access to a language support curriculum program to support the acquisition and application of English. Translation services will be provided for important events, as well as documents and handouts to support parent comprehension and engagement. Teachers will receive specific data about their ELL students, including WIDA-based student profile sheets and resources from the NV ELD / CCSD ELLD. Instructional strategies are shared through CCSD ULD training and planned for during PLC.
Foster/Homeless	Data is not available for foster/homeless students due to their small population.	Counselors and the MLT foster and homeless students as needed to meet their needs. The RTI/ MTSS procedures include a thorough analysis of all factors that affect the students' education, as well as individualized support.

Student Group	Challenge	Solution
Free and Reduced Lunch	Data is not available for free and reduced lunch students.	The PLC collaboration process will include discussion of challenges and interventions for all factors impacting student learning. The Tier I curriculum and supplements are designed to scaffold support for all students at their individual levels. The RTI/ MTSS processes will include a thorough analysis of all factors that affect the student's education, as well as individualized support.
Racial/Ethnic Minorities	Black/African American, and Native Hawaiian/ Pacific Islander students show significantly less growth and achievement than Asian and White students. According to 26-27 MAP Data, 12% of Asian students and 16% of Caucasian students test at or below the 40th percentile in math. 49% of Black/African American students and 29% of Native Hawaiian/Pacific Islander students tudents test at or below the 40th percentile in math. For ELA, 14% of Asian students and 15% of Caucasian students test at or below the 40th percentile. 40% of Black/African American students and 40% of Native Hawaiian/Pacific Islander students test at or below the 40th percentile.	The PLC collaboration process will include discussion of challenges and interventions for all factors impacting student learning. Efforts will be made to utilize diverse and inclusive source materials as appropriate to promote representation and increased empathy and understanding for others.
Students with IEPs	Students with IEPs show significantly less growth and achievement based on the data reviewed. 69% of IEP students test at or below the 40th percentile in reading; 75% of IEP students test at or below the 40th percentile in math.	The PLC collaboration process will include discussion of challenges and interventions for all factors impacting student learning. PLC teams will identify scaffolds and supports available to meet student learning needs. Special Education teachers will participate in PLC groups with content area teachers.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Differentiation and Project-Based Learning (PBL) design elements are not being consistently used with fidelity across all PLCs.
Critical Root Cause:
Teachers have not been provided with effective and consistent PBL training. The use of differentiation is inconsistent in classrooms and often focuses on lower-achieving students.

Teachers are still learning how to use PBL to enhance their Tier I curriculum. Some teachers are unaware of differentiation activities/processes that are built into the Tier I curriculum.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The percentage of classroom observations that show evidence of necessary differentiation will increase from 76% to 85% at the end of Semester 2, 2027 as measured by administrator observation notes in Focal Point. (Academic Excellence: Innovative Learning and Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: Focal Point Observation Tool, Administrator Observation Notes, PLC tasks, and agendas

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

Improvement Strategy 1: Facilitate and support planning for differentiation during PLC meetings.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a structured process in which PLCs use student data to identify diverse learning needs and collaboratively design tiered tasks, scaffolds, and enrichment opportunities aligned with grade-level standards.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP), Department Chairs	August 2026-May 2027	
2	PLC leaders and administrators will support this process through regular observation, modeling, feedback, and the use of planning templates that focus on differentiated instruction.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP), Department Chairs	August 2026-May 2027	
3	Administration will participate in professional learning as needed to support implementation.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP)	August 2026-May 2027	

Position Responsible: Del Webb Leadership Team

Resources Needed: Calendar PLC meetings and tasks for incorporating differentiation.
Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day.
Aligned professional development
Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature
Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary.
Supplemental materials, as needed and approved through CCSD protocols

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 3: Promising: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

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

Improvement Strategy 2: Facilitate and support planning for the implementation of Project-Based Learning (PBL) design elements during PLC meetings.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional development on PBL.	Heather Mounts (Principal), Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP) Teacher Leaders	August 2026-May 2027	
2	Designate time for content and grade-level instructional teams to meet in Professional Learning Communities (PLCs). PLCs will determine which design elements align with their Tier I curriculum and plan lessons accordingly.	Heather Mounts (Principal) Jennifer Mattox (AP),	August 2026-May 2027	
3	Administration will monitor and support the PLC process as needed to ensure the effective use of PBL design elements.	Heather Mounts (Principal) Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP)	August 2026-May 2027	
4	Communicate expectations to all staff through staff meetings, emails, and teachers' conferences with supervisors. Provide training and support as needed.	Heather Mounts (Principal) Jennifer Mattox (AP), Matty Adrianzen (AP), Shirley Franck-Sase (AP), Department Chairs, Strategists	August 2026-May 2027	

Position Responsible: Del Webb Leadership Team

Resources Needed: Calendar PLC meetings and tasks for incorporating differentiation.
Extra Duty Pay for teachers/staff participating in PLC time outside their contractual day.
Aligned professional development
Tier I Curriculum- Carnegie, Amplify, National Geographic/Educurious, and HMH Into Literature
Extra Duty Pay for teachers/staff who participate in training outside of contract time as necessary.
Supplemental materials, as needed and approved through CCSD protocols

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 3: Promising: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

School policies and procedures are clearly communicated and reinforced through multiple methods and sources. Chronic Absenteeism decreased from 15% during the 2024-2025 school year to 7.5% during the 2025-2026 school year..

Connectedness Areas for Growth

Parental involvement remains a challenge. While chronic absenteeism went down, there is still room for improvement. 35.2% of students in the 25-26 School Year had absenteeism rates above 5% but below 10%.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP students have a 9.7% chronic absenteeism rate, while non-LEP students have a 7.3% chronic absenteeism rate. Parent involvement rates are also lower.	Finalsite translation features and translation services will be provided for important events and to provide documents/handouts in the preferred language(s) to support parent comprehension and engagement.
Foster/Homeless	Foster/Homeless students have higher chronic absenteeism and lower parent involvement rates.	Proactive efforts are implemented to keep all students in class rather than on out-of-school suspensions. They are also designed to mentor and remediate children as needed, ensuring a safe learning environment for all students.
Free and Reduced Lunch	Data is not available for free and reduced lunch students.	Low or no-cost activities will be offered to students and families. If a student or family member wants to participate in an activity but has concerns about the cost, parents can request financial support from the site. A donation or sponsorship account is maintained to support such requests.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	16.7% of Black/African American students, and 15.6% of Native Hawaiian/Pacific Islander students are chronically absent, while the school average is 7.5%. Not all groups are represented at the SOT and PTO meetings.	Clubs, activities, and events are developed based on student and family interest and participation. They are organized with staff and/or community support. Site-based support is provided to help identify staff sponsorship, locations, and necessary materials. Efforts have been made to create inclusive programs in support of historically underrepresented or marginalized populations within student groups. Dads in Schools, PTO members, and other parent volunteers are welcomed to campus for daily tasks and special events.
Students with IEPs	Students with IEPs have a 13.8% chronic absenteeism rate, while students without IEPs have a 6.5% rate.	Accommodations and supports are available to include students in activities, groups, and clubs based on student interest. Peer Advocates assist in self-contained classrooms to develop empathy for students with IEP needs.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The percentage of chronically absent students in the 2025-2026 school year was 7.5%.
Critical Root Cause: Students and parents may not fully understand the importance of attending school every day. Parents may not be home or awake to ensure students attend school. Students are not motivated to attend school each day. Students fall so far behind due to absences that they feel overwhelmed or anxious about attending school. 16.81% of students reported that they stay home because they do not feel safe at school. 31.89% of students reported that they sometimes stay home because they feel overwhelmed and anxious.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the percentage of chronically absent students from 7.5% to 6.5% by the end of the 2026-2027 school year. (Safe and Supportive Schools: Welcoming Schools and Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: Attendance Data

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

Improvement Strategy 1: Develop and support an effective, comprehensive school counseling program that addresses needs relating to the academic, career, social, and emotional development of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement and support a school-wide social-emotional learning (SEL) curriculum with scheduled classroom lessons led by counselors to promote emotional regulation, self-awareness, and relationship skills.	Jennifer Mattox (AP), School Counseling Team	August 2026-May 2027	
2	Schedule regular check-ins between counselors and students focused on academic, career, social, and emotional development.	School Counseling Team	August 2026-May 2027	
3	Offer small group counseling focused on topics like motivation, anxiety, grief, and conflict resolution that may impact a students' desire or ability to attend school.	School Counseling Team	August 2026-May 2027	
4	Provide professional learning for teachers and staff on trauma-informed practices and how to refer students for counseling support.	School Counseling Team	August 2026-May 2027	
5	Offer parent workshops and activities focused on academic, career, social, and emotional development.	School Counseling Team	August 2026-May 2027	
6	Design and implement a structured system of positive reinforcement to recognize and celebrate student growth in academic, behavioral, or social-emotional development.	School Counseling Team, Student Recognition Committee, Attendance Ambassador Team	August 2026-May 2027	

Position Responsible: School Counseling Team, Jennifer Mattox (AP)

Resources Needed: Financial support for activities (stipend, supplies, etc.), as needed
Food, beverages, and supplies for parent workshops, as needed
Positive student recognition supplies
Data concerning the academic, career, social, and emotional development of students.

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

Evidence Level
Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details	Reviews

Improvement Strategy 2: Develop an effective, comprehensive school counseling program that consults and collaborates on school-based student-support resources for Tier I and Tier II interventions to address needs relating to the academic, career, social, and emotional development of all students.	**Status Check**		**EOY Reflection**
	Oct	**Feb**	**June**

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Analyze Infinite Campus Early Warning Indicator Tool, attendance data, academic data, Panorama, and other data sources to identify students who may need interventions or support.	School Counseling Team, Jennifer Mattox (AP), Attendance Ambassador Team	August 2026-May 2027	
2	Hold regular collaboration meetings between counselors, administration, staff, teachers, and social workers to coordinate needed supports and wraparound services. These meetings should include, but not be limited to, the MTSS team and the RTI teams.	Jennifer Mattox (AP), MTSS Team, Attendance Ambassador Team	August 2026-May 2027	
3	Implement an intervention menu that includes academic, behavioral, and social-emotional learning (SEL) supports, which can be matched to individual student needs (e.g., check-in/check-out, mentoring, academic coaching).	School Counseling Team, Attendance Ambassador Team	August 2026-May 2027	
4	Engage the families of chronically absent students through solution-focused meetings and offer resources to address challenges such as transportation, health issues, or family dynamics.	School Counseling Team, MTSS Team, Attendance Ambassador Team	August 2026-May 2027	
5	Counselors will set student goals and then monitor their progress and needs throughout the process. Adjust goals and interventions as needed.	School Counseling Team	August 2026-May 2027	

Position Responsible: School Counseling Team, Jennifer Mattox (AP)

Resources Needed: Data- attendance, behavior, academic, early warning indicator, etc.
MTSS Team members and scheduled meetings
RTI Team members and scheduled meetings
Incentives for students when they meet their goals

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

Evidence Level
Level 1: Strong: Multi-Tiered Systems of Support (MTSS)
Level 3: Promising: Creating a Positive School Climate and Culture, ASCA Standards
Level 4: Demonstrate Rationale: Social Worker, Truancy Diversion, and Wraparound Services

Problem Statements/Critical Root Cause: Connectedness 1

In progress	No review	

Priority Problem Statements

Problem Statement 1: According to the Spring 2026 MAP Data, the percentage of students meeting their growth targets has decreased in the 25-26 school year compared to the 24-25 school year.

Critical Root Cause 1: A large percentage of our students are high-achieving, making it more challenging for them to meet their projected growth. The use of differentiation is inconsistent in classrooms and is often geared toward meeting the needs of the lower-achieving students. In accelerated classes, achievement levels often vary from just below grade level to well above grade level.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Differentiation and Project-Based Learning (PBL) design elements are not being consistently used with fidelity across all PLCs.

Critical Root Cause 2: Teachers have not been provided with effective and consistent PBL training. The use of differentiation is inconsistent in classrooms and often focuses on lower-achieving students. Teachers are still learning how to use PBL to enhance their Tier I curriculum. Some teachers are unaware of differentiation activities/processes that are built into the Tier I curriculum.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The percentage of chronically absent students in the 2025-2026 school year was 7.5%.

Critical Root Cause 3: Students and parents may not fully understand the importance of attending school every day. Parents may not be home or awake to ensure students attend school. Students are not motivated to attend school each day. Students fall so far behind due to absences that they feel overwhelmed or anxious about attending school. 16.81% of students reported that they stay home because they do not feel safe at school. 31.89% of students reported that they sometimes stay home because they feel overwhelmed and anxious.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Accelerated/Advanced Coursework Enrollment
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- 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/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Gifted and talented data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation
- Other

Plan Notes

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
At-Risk	$610,312.97	Financial support for teachers, and support staff who work directly with at-risk students	Inquiry Area 1 - Student Success; Inquiry Area 3 - Connectedness
EL	$251,697.23	Financial support of teachers who work directly with EL students	Inquiry Area 1 - Student Success; Inquiry Area 3 - Connectedness
Budget/General Fund	Up to $25,000	Supplies & compensation of Staff for Parent engagement activities outside of contracted day	Inquiry Area 1 - Student Success; Inquiry Area 3 - Connectedness
Budget/General Fund	Up to $25,000	Compensation of Teachers for PLC outside of contracted day	Inquiry Area 2 - Adult Learning Culture
Budget/General Fund	Up to $80,000	Financial Support of Site-Identified Professional Learning and Individualized Professional Learning Plans for Licensed Staff	Inquiry Area 1 - Student Success; Inquiry Area 2 - Adult Learning Culture
Budget/General Fund	Up to $25,000	Compensation of Teachers for tutoring or mentoring	Inquiry Area 3 - Connectedness
SGF/Teacher Appreciation Account	Up to $20,000	Supplies for morale boosters and team-building activities	Inquiry Area 2 - Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
SOT Parent Member	Marc Pierce	Parent
SOT Support Member	Stephanie Hernandez	OS II (Attendance)
SOT Parent Member	Danielle Marano	Parent
SOT Parent Member	Debbie Dreyer	Parent
SOT Licensed Member	Debbie Kendhammer	Behavior Strategist
SOT Parent Member	Alma Alexander	Parent
Principal	Heather Mounts	Principal
CI Team Lead	Jennifer Mattox	Assistant Principal
Other School Leader/Administrator	Matty Adrianzen	Assistant Principal
Other School Leader/Administrator	Shirley Franck-Sase	Assistant Principal
Teacher	Cindy Longmire	Teacher
Teacher	Kim Celaya	Math Strategist
Teacher	Frempomah Tolona-Johnson	Teacher
Teacher	Maria Wusterbarth	Teacher
Teacher	Chris Tognoni	Teacher
Teacher	David Ruben	Teacher
Teacher	Rebecca Owen	Teacher
Teacher	Douglas Oliver	Teacher
Teacher	Vicki Mellos	Teacher
Teacher	Alana Hallman	Teacher
Teacher	Cori Bettis	Teacher
Teacher/Parent	Whitney McLemore	Teacher
Parent	Michelle Little	Parent
Student	Connor McLemore	Student
Student	Emilia Little	Student

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	5/21/2026	Act 3/Act 1
Leadership/CIP Meeting	5/26/2026	Act 3/Act 1 End-of-Year Reflection
Open House	8/20/2026	Act 1
SOT	8/20/2026	Act 1
SOT	9/17/2026	Status Check 1, Budget
SOT	10/6/2026	Budget
Fall Festival	10/29/2026	Sponsored by PTO