Clark County School District

Leavitt, Justice Myron E. MS

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 2 Star School

TSI

District Approval Date: November 5, 2026

Mission Statement

We believe that the most important goal of our nation is the development of a high-quality education that will prepare all students for life in a fast-changing and complex world. We will provide a broad-based curriculum so our students can adapt and will be prepared for high school. We will maintain high student expectations to ensure a high level of student achievement. We believe that the purpose of education is to provide those experiences which will encourage and assist the students in becoming responsible citizens who have the ability to bring change in society. To achieve these goals, Leavitt Middle School will teach respect for the individual and assist students in growing mentally, emotionally, socially and physically.

Vision

We believe that the most important goal of our nation is the development of a high-quality education that will prepare all students for life in a fast-changing and complex world. We will provide a broad-based curriculum so our students can adapt and will be prepared for high school. We will maintain high student expectations to ensure a high level of student achievement. We believe that the purpose of education is to provide those experiences which will encourage and assist the students in becoming responsible citizens who have the ability to bring change in society. To achieve these goals, Leavitt Middle School will teach respect for the individual and assist students in growing mentally, emotionally, socially and physically.

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/leavitt,_justice_myron_e_ms/2026/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Math MAP Results:

7th-grade students achieved 4 percentage points between the Fall and Spring math MAP assessment.

8th-grade students achieved 5 percentage points between the Fall and Spring math MAP assessment.

Achievements in sub-groups:

Asian (82% proficient); Caucasian (69% proficient); Multi-Racial (55% proficient); Hispanic (50% proficient), Pacific Islander (52% proficient); Black (33% proficient); Native American (25% proficient)

EL (27% proficient); IEP (17% proficient)

Male (60% proficient); Female (52% proficient)

Spring reading MAP proficiency grew from Fall (54%) to Spring (61%)

6th-grade students achieved 3 percentage points higher for the Spring reading MAP assessment in the Fall compared to the Spring.

7th-grade students achieved 7 percentage points higher for the Spring reading MAP assessment in the Fall compared to the Spring.

8th-grade students achieved 9 percentage points higher for the Spring reading MAP assessment in the Fall compared to the Spring.

Achievements in sub-groups:

Asian (86% proficient); Caucasian (79% proficient); Multi-Racial (79% proficient); Pacific Islanders (63% proficient); Black (58% proficient); Hispanic (68% proficient); Native American (33% proficient)

EL (39% proficient); IEP (30% proficient)

Male (68% proficient); Female (75% proficient)

Student Success Areas for Growth

Achievement and growth continue to be areas of concern for Leavitt Middle School both in math and reading.

The achievement level growth for specific subgroups in EL, Native American, Black/African American, and IEP are concerns.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures. There is 46% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 42% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), 1-1 Chromebooks, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.
Foster/Homeless	Foster/Homeless students often face a lack of consistent access to basic needs such as stable housing, reliable transportation, school supplies, and technology. Additionally, they may experience frequent school transitions, limited family support, and emotional or social challenges that directly impact academic engagement and achievement. There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.	Sessions with counselors as needed, SEL check-in, Title I Hope resources, equitable access to educational opportunities, 1-1 Chromebooks, student data sheets, RTI documentation, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.
Free and Reduced Lunch	Free and reduced lunch students often face challenges such as food insecurity, higher absenteeism, limited transportation options, and increased responsibilities at home, all of which impact their academic progress and engagement. There is currently no identifiable achievement gap between FRL and not FRL students.	All students receive free lunch and breakfast, equitable access to educational opportunities, 1-1 Chromebooks, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	These students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures. They may experience frequent school transitions that directly impact academic engagement and achievement.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), 1-1 Chromebooks, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.
Racial/Ethnic Minorities	Racial/ethnic minority students have limited access to culturally responsive teaching practices and a lack of diverse staff representation. As well, they may face challenges of implicit bias.	Small/flexible grouping, Kagan structures, PBL integration, accommodations/modifications (as needed), 1-1 Chromebooks, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.
Students with IEP's	IEP students often face challenges with differentiated instruction, academic support, and progress monitoring. As well, staff may not be fully trained to support diverse needs.	Consistent aides for support in the classroom, push-in/ pull-out services, consistent data collection from teachers and instructional assistants, 1-1 Chromebooks, individualized blended learning curriculum, sentence stems, feedback/goal sheets, and breaking tasks up.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Proficiency levels are low and achievement gaps exist between students identified as Asian/Pacific Islanders and English learners, Black/African American, Native American, and students with IEP's.
Critical Root Cause: Instructional staff need continued professional development on how to maximize the use of Tier 1 Instruction that reaches all students (especially EL). Instructional staff inconsistently use grade-level standards-based assessment data to determine instructional adjustments (differentiation).

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students projected to be proficient on the state summative assessment from 38% (Spring 2025-2026) to 41% (Fall 2026-2027) to 44% (Winter 2026-2027) to 47% (Spring 2026-2027) as measured by i-Ready assessments. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)
Increase the percentage of IEP (15%), ELL (21%) , and Black/African American (27%) students scoring above the 41st percentile in reading and math by 3% from Fall to Winter and 3% from Winter to Spring in the 2026-2027 school year. (Academic Excellence: Strong Readers, Writers, and Communicators, Academic Excellence: Confident Mathematical Thinkers and Problem Solvers, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: i-Ready Assessments

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

Improvement Strategy 1: Implement Tier 1 curriculum using the backward assessment model, common assessments, and high-level Tier 1 Instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will purposefully create lesson plans in alignment with the district's pacing guides that include task-standard alignment, identify Tier I instructional materials, identify the learning intention and success criteria, and a daily check for understanding aligned to the summative assessment.	Teaching Staff	August - May	
2	Teachers will deliver lessons/instruction such that students interact with the learning intention and success criteria and include scaffolds and differentiation strategies to meet student needs.	Teaching Staff	August - May	
3	Teachers will integrate frequent discourse, activities, or project-based learning into their instruction.	Teaching Staff	August - May	
4	ELA teachers will integrate HMH Coachly as part of their scaffolds and differentiation.	Teaching Staff	August - May	
5	ELA and math teachers will integrate i-ready personalized pathways for students as part of their differentiation.	Teaching Staff	August - May	
6	Teachers will collaborate to review IEP's, present level data, and Goal Book to plan for targeted and differentiated support for students with IEP's.	Teaching Staff	August - May	

Position Responsible: Administration

Resources Needed: PLC schedule and time
PBL Works program and training
Pacing guides
Common assessments
Data from i-Ready and SBAC
Tier 1 instructional materials
HMH Coachly
i-Ready personalization

Evidence Level
Level 1: Strong: Carnegie Learning
Level 2: Moderate: i-Ready Assessments, HMH

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Spring MAP data indicated growth in ELA (+3) from Winter to Spring.
- **Collaboration and Teamwork:**
  Staff members work well together across departments and grade levels. There's a shared sense of responsibility for student success, and some staff participate in mentoring, school activities, and professional learning as evidenced by school and district surveys, club/activity reports, professional learning hours/reports, and Focus Ed data.
- **Commitment to Student-Centered Practices:**
  Adults consistently prioritize students' academic and emotional needs. Staff engage in meaningful relationships with students, promote a respectful environment, and go above and beyond to ensure students feel supported and valued as evidenced by school and district surveys, club/activity reports, professional learning hours/reports, and Focus Ed data.
- **Willingness to Learn and Grow:**
  Staff actively participate in professional development, contribute to school-wide initiatives, and implement innovative strategies like PBL, tech integration, and social-emotional supports to improve outcomes as evidenced by professional learning hours/reports.

Adult Learning Culture Areas for Growth

Tier 1 instruction and collaboration are aligned to state standards (SDD agendas and attendance).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures.	● Training for staff on Kagan Strategies ● PBL integration ● Whole language models to support language development

Student Group	Challenge	Solution
Foster/Homeless	Foster/Homeless students often face a lack of consistent access to basic needs such as stable housing, reliable transportation, school supplies, and technology. Additionally, they may experience frequent school transitions, limited family support, and emotional or social challenges that directly impact academic engagement and achievement.	● SEL check-ins ● Family communication ● MLT Team
Free and Reduced Lunch	Free and Reduced Lunch students often face challenges such as food insecurity, higher absenteeism, limited transportation options, and increased responsibilities at home, all of which can impact their academic progress and engagement.	● School Wellness Team ● SEL check-ins ● Family communication
Migrant/Title1-C Eligible	Students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures.	● School Wellness Team ● SEL check-ins ● Counselor/Social Worker/Title I Hope
Racial/Ethnic Minorities	Students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures.	● Family communication ● SEL check-ins ● Focus ED Data ● Grade Analysis

Student Group	Challenge	Solution
Students with IEPs	IEP students often face challenges such as needing differentiated instruction, additional academic support, and more frequent progress monitoring.	● Consistent aides for support in the classroom ● Family communication ● SEL check-ins ● Focus ED Data ● Grade Analysis

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a concern overall with consistent usage of instructional materials; time for professional learning; and common planning and assessments; in order to, increase student proficiency while closing the achievement gaps.
Critical Root Cause: Some of the critical root causes are teacher collaboration/planning time, student apathy, student attendance issues, level of rigor, student behavior, lack of differentiation, and ability to analyze data effectively.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will participate in PLC that is aligned to the District's PLC Framework and Plan Guide Document, producing a plan document that demonstrates task-standard-assessment alignment. (Academic Excellence: Inclusive Classrooms that Support Every Learner, Academic Excellence: Valued Educators)

Aligns with District Goal

Formative Measures: Lesson Plans, Summative Assessments, Attendance

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

Improvement Strategy 1: Create and implement a clear vision for professional learning through effective PLC.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	During PLC, teachers will complete the school plan document to unwrap standards, align the task to the standard, identify the learning intention and success criteria, and ensure the assessment is aligned to the standard.	Teaching Staff	August - May	
2	During PLC, teachers will develop common high-quality summative assessments.	Teaching Staff	August - May	
3	During PLC, teachers will develop lesson plans that include daily discourse (through Kagan Strategies) and hands-on collaborative activities.	Teaching Staff	August - May	
4	During PLC and other professional learning sessions, teachers will analyze i-Ready assessment data, summative assessment data, and common formative assessments to identify students needing scaffolds and differentiation and monitor students' progress; as well as, Tier I small group instruction.	Teaching Staff	August - May	

Position Responsible: Administration

Resources Needed: PLC time, schedules, and guidance documents
Ongoing training with academic-based programs
PBL works resources
i-Ready Data

Evidence Level
Level 2: Moderate: Professional Learning Communities

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

- Spring MAP data indicated growth in ELA (+3) from Winter to Spring.
- **Collaboration and Teamwork:**
  Staff members work well together across departments and grade levels. There's a shared sense of responsibility for student success, and some staff participate in mentoring, school activities, and professional learning as evidenced by school and district surveys, club/activity reports, professional learning hours/reports, and Focus Ed data.
- **Commitment to Student-Centered Practices:**
  Adults consistently prioritize students' academic and emotional needs. Staff engage in meaningful relationships with students, promote a respectful environment, and go above and beyond to ensure students feel supported and valued as evidenced by school and district surveys, club/activity reports, professional learning hours/reports, and Focus Ed data.
- **Willingness to Learn and Grow:**
  Staff actively participate in professional development, contribute to school-wide initiatives, and implement innovative strategies like PBL, tech integration, and social-emotional supports to improve outcomes as evidenced by professional learning hours/reports.

Connectedness Areas for Growth

Student attendance (Focus Ed data) in school and school perception data (school survey data); specifically, the safety of students (bullying reports, Infinite Campus data, and Focus Ed reports).

Student suspensions and expulsions continue to be an area of concern.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures.	Inclusive practices will build positive student/staff relationships. Lifelong skills for living in today's society. Learn about different cultures Create a safe learning environment
Foster/Homeless	Foster/Homeless students often face a lack of consistent access to basic needs such as stable housing, reliable transportation, school supplies, and technology. Additionally, they may experience frequent school transitions, limited family support, and emotional or social challenges that directly impact academic engagement and achievement.	Inclusive practices will build positive student/staff relationships. Lifelong skills for living in today's' society. Learn about different cultures Create a safe learning environment
Free and Reduced Lunch	Free and Reduced Lunch students often face challenges such as food insecurity, higher absenteeism, limited transportation options, and increased responsibilities at home, all of which can impact their academic progress and engagement.	SEL check-ins Attendance program/provide resources to ensure students have adequate materials

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Students face language barriers that impact their ability to fully engage in grade-level content and social-emotional stress related to navigating two cultures.	Counselor support/Social services support SEL check ins Attendance program/provide resources to ensure students have adequate materials
Racial/Ethnic Minorities	Racial/Ethnic Minority students have limited access to culturally responsive teaching practices, a lack of diverse staff representation, and reduced access to academic support services such as tutoring or mentoring programs. Additionally, these students may face challenges such as implicit bias.	Inclusive practices will build positive student/staff relationships. Lifelong skills for living in today's society. Learn about different cultures Create a safe learning environment
Students with IEP's	IEP students often face challenges such as needing differentiated instruction, additional academic support, and more frequent progress monitoring. These challenges are compounded when general education teachers are not fully trained to support diverse learning needs or when there is a lack of co-teaching or push-in support models.	Inclusive practices will build positive student/staff relationships. Lifelong skills for living in today's society. Learn about different cultures Create a safe learning environment

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).

Critical Root Cause: Students and staff need social-emotional education to deal with stress, their emotions, and interacting with others.

Problem Statement 2 (Prioritized): There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).
Critical Root Cause: Students and parents need education regarding chronic absenteeism and how it contributes to academic development of students.

Problem Statement 3 (Prioritized): There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).
Critical Root Cause: Apathy caused by increased ease of staying home, and apathy caused by lack of consequences for poor attendance, lack of monitoring and interventions.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the chronic absenteeism rate from 13.5% to 10% for the 2026-2027 academic year. (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)

Aligns with District Goal

Formative Measures: Focus Ed Data, Infinite Campus Reports

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

Improvement Strategy 1: Implement attendance monitoring systems and resources to improve student attendance rates.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Run attendance reports regularly to identify students with unverified absences and chronically absent students	Office Staff	August - May	
2	Send resources and notices to students identified with unverified absences and to chronically absent students	Office Staff	August - May	
3	Implement wraparound services based on student and family needs.	Office Staff	August - May	
4	Utilize Panorama survey data to determine student needs and systems to put in place	Office Staff	August - May	
5	Implement a positive rewards system for good attendance and improved attendance	Office Staff	August - May	

Position Responsible: Administration

Resources Needed: Attendance Incentives

Evidence Level
Level 1: Strong: Parent and family communication

Problem Statements/Critical Root Cause: Connectedness 2

Inquiry Area 3: Connectedness

SMART Goal 2: Decrease the amount of social emotional and safety concerns on campus. (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)

Aligns with District Goal

Formative Measures: Focus Ed Behavioral Data, Panorama Surveys, and SEL Survey

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

Improvement Strategy 1: Create a school-wide social-emotional learning program on campus to assist with safety concerns.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create a social-emotional learning program to be implemented throughout the school year during class time to increase students' feelings of well-being and promote appropriate behaviors on campus.	Leadership and Counseling Team	August - May	
2	Ensure students feel safe and supported on campus through the Multi-Disciplinary Leadership Team (MDLT).	Leadership and Counseling Team	August - May	
3	Increase the visibility of staff in common areas for student safety.	Leadership Team	August - May	
4	Utilize 5 Star for student participation.	All Staff	August - May	
5	Refine the house structure for all students to participate in	Leadership Team	August - May	

Position Responsible: Administration

Resources Needed: SEL resources will be showcased on PTV with a focus on one character trait (aligned to the houses) each month.
Time for training new staff
5 Star App
Exposure of the MDLT for students to find trusted adults
Schedule for common areas daily

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 3: Reduce the suspension and expulsion rate for students from 12.8% (984) to 9% during the 2026-2027 school year, as measured by school-wide behavior data. (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)

Aligns with District Goal

Formative Measures: Focus Ed Data, Infinite Campus Data

Improvement Strategy 1 Details

Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continue to work on strengthening Tier I PBIS implementation.	MTSS/MDLT Team	August - May	
2	Based on the TFI 3.0, prioritize one to three items for implementation focus.	MTSS/MDLT Team	August - May	
3	Monitor the progress of the items from the TFI 3.0.	MTSS/MDLT Team	August - May	

Position Responsible: Leadership Team

Resources Needed: TFI 3.0
Staff/Student Data

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

Problem Statements/Critical Root Cause: Connectedness 3

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Proficiency levels are low and achievement gaps exist between students identified as Asian/Pacific Islanders and English learners, Black/African American, Native American, and students with IEP's.

Critical Root Cause 1: Instructional staff need continued professional development on how to maximize the use of Tier 1 Instruction that reaches all students (especially EL). Instructional staff inconsistently use grade-level standards-based assessment data to determine instructional adjustments (differentiation).

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a concern overall with consistent usage of instructional materials; time for professional learning; and common planning and assessments; in order to, increase student proficiency while closing the achievement gaps.

Critical Root Cause 2: Some of the critical root causes are teacher collaboration/planning time, student apathy, student attendance issues, level of rigor, student behavior, lack of differentiation, and ability to analyze data effectively.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).

Critical Root Cause 3: Students and staff need social-emotional education to deal with stress, their emotions, and interacting with others.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).

Critical Root Cause 4: Students and parents need education regarding chronic absenteeism and how it contributes to academic development of students.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: There is a concern with the high number of student absences (23-24 chronic absenteeism 15.5%; 24-25 chronic absenteeism 19.5%; 25-26 chronic absenteeism 13.8%) and students' social-emotional needs being met (school survey data regarding student safety perceptions).

Critical Root Cause 5: Apathy caused by increased ease of staying home, and apathy caused by lack of consequences for poor attendance, lack of monitoring and interventions.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- National Assessment of Educational Progress (NAEP)
- 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

Adult Learning Culture

- Communications data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- 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
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data

- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$135,679.94	Staffing, Operations, Instructional Materials, Technology, Supervision and Safety, Service Level Agreements	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$15,092.08	Staffing to reduce class sizes	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$119.51	Prep Periods	Student Success, Adult Learning Culture
General Carry Forward	$0		
At-Risk Weighted Carry Forward	$69,161.95	Staffing, Operations, Instructional Materials, Technology, Supervision and Safety, Service Level Agreements	Student Success, Adult Learning Culture
EL Weighted Carry Forward	$8,455.90	Supplies	Student Success, Adult Learning Culture
Title IA	$0		
Title I, 1003 (a)	*$5,454,702.03*	Licensed Extra Duty Pay - Collaboration, Substitutes, Instructional Supplies (Order Template available June 1), i-Ready, Coachly	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement Team

Team Role	Name	Position
CI Team Member	Zoey Butler	Student
CI Team Member	Piper Boyle	Student
CI Team Member	Lindsay Denton	Parent
CI Team Member	Courtney Schoen	Parent
CI Team Member	Emilee Wahl	Parent
CI Team Member	Kevin Scolari	Parent
CI Team Member	Lara O'Neal	Licensed
CI Team Member	Storme Lewis	Support Staff
CI Team Member	Brandon Shepherd	Licensed
CI Team Lead	Lana Roper	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
School Organizational Team (SOT)	May 29, 2026	SOT reviewed Act 1. Advice and feedback were received.
School Organizational Team 9SOT)	September 15, 2026	SOT reviewed, advice and feedback were received. SOT approved Status Check 1.