

Clark County School District

Taylor, Glen C. ES

2026-2027 School Improvement Plan

Accreditation Status

Accredited

Classification: 4 Star School



District Approval Date: July 29, 2026

Mission Statement

We are dedicated to the development of individual strengths, while fostering critical thinking and discovery to support students' individual growth and leadership skills in a positive and inspiring community of learners.

Vision

Taylor Titans are brave enough to try, strong enough to grow, and ready to learn for life!

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/glen_c._taylor_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

MAP assessment tool and growth markers exceeding district average, High marks on the Students Satisfaction Survey, SLGs and Formal Observation Cycle provide feedback for teacher reflection, PLC's to support the teaching and learning cycle in the areas of planning and data were the focus. Many students were able to understand what and why we use learning intentions and success criteria to think about our thinking. Use of systems and structures to address school-wide and student needs. NSPF 4 star rating or above average with scores indicating an increase in growth for both MGPand AGP in reading and math. MAP data and SLG data showed students were able to meet their growth goals above projected goals in the focus area of Reading.

Student Success Areas for Growth

While students continue to demonstrate growth in standards mastery as measured by WIDA, SBAC, MAP, and NSPF data, an area for continued growth is increasing student ownership of learning through engagement, metacognition, and the effective use of success criteria. Students will strengthen their ability to identify their level of engagement, articulate what they are learning, and use success criteria to monitor their progress and adjust their learning strategies. Developing these skills will support sustained growth across content areas while improving performance in higher-level cognitive tasks, including reading comprehension, written responses, academic discourse, and problem-based learning. By fostering student agency with engagement and self-monitoring with goal setting, the school will build long-term capacity for achievement and ensure continued growth in rigorous academic standards.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There was 21% achievement gap between the Non LEP and ELs in reading MAP for students over the 61st percentile. LEP and nonLEP based on reading MAP scores over the 61st percentile. 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. • The EL's on this campus speak a variety of different languages which is also challenging when supporting. • English learners face academic challenges as they continue to develop proficiency in the English language. • The largest subgroup with the highest chronic absenteeism that affects the most students is the EL group.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. ELL students will additionally be provided with resources and strategies to support student learning. Collaborate with RB3 strategist to ensure classroom support is including EL strategies using WIDA data to differentiate support during accelerate block and the use of Summit K12 Program or IXL pathway programs. Goal setting to support steps of growth will be provided weekly in the classroom and celebrated monthly by the school. Teams will utilize WIDA data and indicators to plan for professional learning and collaborate during PLC's. Utilization of instructional strategies presented in the ULD training. Title III money utilized to support staff and small group instruction with the use of new materials from EL department.

Student Group	Challenge	Solution
Foster/Homeless	No available data. Students are being supported. Disruptions in housing can negatively affect academic achievement and/or attendance rates. Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	Identify and utilize supports that ensure equitable teaching and learning through culturally responsive teaching. The counselor will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace resources, The Harbor, Title 1 HOPE, transportation, clothing, supplies, food, etc). Goal setting to support steps of growth will be provided weekly in the classroom and celebrated monthly by the school. MLT will support students by using screeners to support Tier 2 academic or behavior support. For academic support it will be given during the accelerate block with systematic changes as students skills indicate intervention is needed. The MLT team will develop new protocols to support checkins and other ideas as needed.

Student Group	Challenge	Solution
Free and Reduced Lunch	No available data. Students are being supported • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic • There is an achievement gap between the school wide proficiency and Free and Reduced Lunch in reading.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. The counselor will collaborate with teachers, students, and families to provide wrap-around services as needed. • The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. • Tier 2 academic support will be given during the accelerate block with systematic changes as students skills indicate intervention is needed. Teachers and strategists will provide instruction for tiered interventions and/or accelerations as needed. • MLT will support students by using screeners to support Tier 2 academic or behavior support. For academic support it will be given during the accelerate block with systematic changes as students skills indicate intervention is needed. The MLT team will develop new protocols to support checkins and other ideas as needed.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	MAP reading data indicates the largest gap between ethnicity groups being 40% of Black/African American achieving over the 61st percentile in reading while 68% of the White were above the 61st percentile . Students are being supported. This indicates a 28% acheievmnt gap. There is an achievement gap between the school wide proficiency and Racial/Ethnic Minorities in reading.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. A focus on bulding daily SEL practices for inclusivity will support students in participation. Goal setting to support steps of growth will be provided weekly in the classroom and celebrated monthly by the school. Teachers and strategists will provide instruction for tiered interventions and accelerations for students whose data indicates supports are needed. • Utilize strategists and teachers to provide tiered interventions and acceleration for students with language and reading as data indicates. • Support goal setting and student engagement in their individualized progress.

Student Group	Challenge	Solution
Students with IEPs	Reading MAP data indicates a 43% achievement gap between the Non IEP and IEP students in reading. Due to barriers and/or lack of discourse opportunities, IEP's struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills and some are in self contained classrooms with less exposure to Tier 1 materials due to their inability to access instruction. Increase in Special Education Students needing Resource support which indicates large learning gaps. Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Identify and utilize supports that ensure equitable learning through culturally responsive teaching. Master scheduling to include weekly collaboration PLC's with grade level teachers and special education teachers to collaborate about planning, instruction, assessment, and learner behaviors. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. During small group the use of schoolwide Tier 1 material to differentiate or scaffold material will give students consistent exposure to content to lessen the gap. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction in the classroom. Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, use of Tier 1 material, and plan effective instruction and support. Weekly collaboration meetings with teacher groups to support planning for standards based learning and shared scaffolding. The use of goal setting to engage students in their learning.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There has been a focus in reading proficiency, in all subject areas including math due to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spiraling of Tier 1 instructional materials.

Critical Root Cause: Lack of engagement in rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.

Problem Statement 2: There has been a focus reading proficiency, largely attributed to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spiraling of Tier 1 instructional materials.

Critical Root Cause: Lack of rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement and students identifying their engagement to better master standards. Students ability to express where they were in the learning continuum or with incremental success criteria and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. How to take reading comprehension to writing informationally to support their understanding of stories and note take to support further. Looking at students' learning levels to determine appropriate interventions and scaffolding to support students' and further their progress with developing plans that specifically articulate the supports needed.

Inquiry Area 1: Student Success

SMART Goal 1: SPP Goal for 26-27 : When reviewing the Spring proficiency from MAP data 60% of students were above the 61st percentile and 64% of student had met their reading projected growth. We will anticipate grade levels using the below goals for typical growth and stretch growth goals to support the school goal of 61% of students meeting their Typical growth goal and 30% of students meeting their stretch growth goal.

Kindergarten 50% will make typical growth and 25% will make stretch growth

1st Grade 52% will make typical growth and 26% will make stretch growth

2nd grade 79% will make typical growth and 40% will make stretch growth

3rd Grade 61% will make typical growth and 30% will make stretch growth

4th grade 56% will make typical growth and 28% will make stretch growth

5th grade 69% will make typical growth and 34% will make stretch growth

We will anticipate projected proficiency goal for CRT in reading to be 70% for grades 3-5.

Formative Measures: Review of Tier 1 assessments tools to gauge student progress toward standards as well as other informal indicators will be used to gauge progress. Use tools to for student reflection on engagement and goal setting. Backwards planning with the assessment tool to inform planning with the use of district and school wide system and structures and Focus Ed Data.

Aligns with District Goal

Improvement Strategy 1 Details		Reviews		
Improvement Strategy 1: Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity, teacher created incremental success criteria, and a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on data, planning, lesson rehearsal, and professional learning needs to enhance teaching strategies and support plan, and evaluate student progress. Support students in being more metacognitive and engaged in their learning process to determine their needs which will support misconceptions, need for more modeling, reteaching and further guided discourse to support mastery of grade level content understanding. (NVACs) Teachers and counselor support for students to have a positive growth mindset while supporting early development of regulated classrooms. This will support academic excellence, career connected learning, and a safe and supportive school as part of the destination district.	Status Check		EOY Reflection	
	Oct	Feb	June	
	No review	No review		

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Continue PLC's to focus on Teacher Clarity (Learning Intentions (LI), Success Criteria (SC)) to support planning and instruction. PLC's groups will focus on Success criteria that shows an incremental learning progressions with a focus student's metacognition and engagement.	Admin, Strategists, PLC Activators and Teachers	Aug 2026-May 2027	
2	Continue with planning and instructing with the gradual release model to support student engagement monitored and noted in administrative observation. PLC time is a focus on how the instruction supported student learning with data.	Admin, Strategists, Teachers	Aug 2026-May 2027	
3	Use HMH modules with using backwards assessment module and HMH tools to support students in understanding grade level standards to best use the Tier 1 materials and link writing across the curriculum with tools from Writing Revolution (Hockman Method)	Admin, Strategists, Teacher Leads, Teachers	Aug 2026-May 2027	
4	Utilize the Science of Reading to support teacher pedagogy (previous LTRS training) to support lesson planning and guided instruction to improve student readability and comprehension during reading block and acceleration Tier II instruction.	Admin, Strategists, Teachers, SEIF, Counselor, GATE	Aug 2026-May 2027	
5	Rigorous Tier 1 instruction with HMH and Phonics 95 supported with data checks to be discussed in PLC's or post conferences/ coaching conferences with administration. The focus on planning instruction and support with individual students or groups in mind.	Admin, Strategists, Teachers, 95 Phonics Coach	Aug 2026-May 2027	
6	Teacher observation cycle supports teaching and learning cycle, data talks in coaching conversations to support instructional practices that engage students in reading with multiple types of instruction including whole group guided instruction, small group instruction, one on one coaching.	Admin, Teachers	Aug 2026-May 2027	
7	Strategist engaging in coaching conversations, modeling, co-teaching, co-planning, peer observations with all teachers. Followed with Teacher Mentoring, to support teachers new to grade level, school or instructional practices and initiatives of Glen Taylor, to support teacher practice	Admin, Strategists, Teachers	Aug 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
8	As a part of the CCSD's Pilot PLC program, a focus and training in igniting activators to lead true collaboration in PLC's to meet the needs of the groups. Teacher leaders working with administration to support and plan initiatives that help smooth use of PLC's and can include rehearsal of agenda focus weekly to ensure all parties come prepared for collaboration. (PLC resources include strategies for activating your PLC+ & PLC+ building collaborative Teams That Drive Student Success)	Admin, Strategist, Teacher activators, teachers	Aug 2026-May 2027	
9	Develop and provide consistency with daily Social Emotional Learning to develop relationships that focus on growth mindset for connectedness. The Counselor and Behavior Strategist will support Regulated Classroom techniques and start small group teacher trainings and go into classrooms and provide monthly lessons. Core Value: Respect, Responsibility, Readiness, Resilance, and the power of "Yet" will remain a focus for teachers.	Admin, Strategist, Teachers, Counselor, behavior strategist	Aug 2026-May 2027	
10	Support teachers, students and their families with attendance policies and plans when needed to have students in class engaging in instruction and not following behind due to chronic absenteeism. Teachers will have consistent communication with families and admin regarding absenteeism status with a monthly review with school clerk.	Admin, Teachers, Counselor, Clerk	Aug 2026-May 2027	
11	Using the Hochman Method, we will have sentence level expansion, single paragraph, and multi paragraph universal instruction to focus on critical thinking DOK 3 tasks that will be monitored through student learning goal (SLG) Construct Reasoning Claim in SBAC and the use of more performance task items for critical thinking to support writing.	Admin, Strategist, Teacher Leads, Teachers	Aug 2026-May 2027	
12	The Acceleration/WIN block will have specific guidelines and use of intervention tools that are based on scientific based research at the delegated time in master schedule for each grade level 1st-5th grade for Tier 1, 2, and 3 items. During this time students will work on their own individual "Goal Setting" spots focused on skills thru: IXL, Reflex, Frax, grade level reading challenge to work towards in this blocked time. Additional, Genius Time activities for those who have made their goals for the week or month to support project based learning.	Admin, Strategist, Teachers, Counselor, SEIF, GATE, CTT	Aug 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
13	Use of grade level retreat days prior to start of school and additional planning days with staff development days to support professional learning to improve planning and instruction to engage students in learning and focus on schoolwide initiatives to support student achievement.	Admin, Teachers, Strategist	Aug 2026-May 2027	
14	Utilize the train the trainer model for lead teachers to support consistent professional learning with the Hochman method of using writing strategies and note taking to support reading comprehension	Admin, Lead Teachers, Strategist	Aug 2026 - May 2027	
15	RPDP Engagement Partnership Initiative to support the Engagement Continuum, Teacher clarity & credibility, build shared language, high impact strategies, and building capacity in universal school wide supports of engagement. Walk through data points that supports further differentiated supports for teachers and grade levels. Instructional Rounds with all grade levels to calibrate instruction, engagement and LI and SC.	RPDP Trainers, Teacher leaders, Strategist, Teachers, Administration	Aug. 2026-May 2027	
16	Weekly Goal Setting with IXL to support students pathways to fill skills and revisit Tier 1 additional practice and support. The medals for student mastery will be tracked for weekly classroom and monthly school wide celebrations.	Admin, Teachers, Strategist, CTT	Aug 2026-May 2027	
17	Weekly Goal Setting with grade level reading expectations/challenges to support students pathways to support comprehensions with additional practice and support. The student mastery will be tracked for weekly classroom and monthly school wide celebrations.	Admin, Teachers, Strategist, CTT	Aug 2026-May 2027	
18	Goal setting with iReady typical growth and stretch growth with students at each benchmark.	Admin, Strategist, Counselor, SEIF	Aug. 2026-May 2027	
19	PLC collaboration with Resource and Special Education Teachers and Specialists weekly in vertical alignment to have all areas support grade level standards and working cohesively at the same place to ensure connections for students.	Admin, Teachers, Strategist, Counselor, SEIF	Aug 2026-May 2027	
20	Pilot of Project Based Learning to crosswalk Literacy & STEM to support durable skills for students in some classrooms of K-3	Admin, Strategist, Teachers	July 2026-May 2027	

Position Responsible: Administration

Resources Needed: Strategists: Read by 3 Coach, Behavior Strategist, Gate teacher
CTT and SOSAs to support student groups

Teacher Resource to guide PL: Teaching Students to Drive Their Learning, Regulated Classroom, Writing Revolution, PLC+ Building Colloborative Teams That Drive Student Success, 50 Strategies for Activating your PLC+ PBL sub days, resources and training for teacher and admin. Teacher books for PL to be used as a resource -Success Criteria & Notice and Note, Morning Meeting Book for Social Emotional Learning Writing Revolution books and AI Judy to support writing infromationally across curriculum Science of Reading materials and PL, follow up work Gradual Release RPDP format and guidelines MAP data to compare to iReady data to guide instructional support Data collection teacher pages for coaching converstaion informal supports and planning Data -based intervention groups w/ the use of assessment tools to develop groups by skill Counselor HMH V3 materials 95 percent coaching Professional Development supports - RPDP Retreat Days prior to school contract - extra duty pay Planning Days- sub days for teachers CCSD Pacing guide, resources, and rubrics- curriculum hub Computer based supports IXL, Reflex, Frax, Focal Point for calibration classroom walk throughs & other school wide School Google forms to collect data for additional support Common Core Companion Guided to support acceleration block reading on standard to plan Genius Time or opportunities for self guided learning Acceleration Block with Tier 2 & 3 interventions with research based materials Master Schedule- Acceleration/WIN Blocks including GATE Instruction Master Schedule to support Professional Learning Communities (PLC) time weekly Panorama Data with a specific focus on growth mindset PLC master calendar with duty coverage to allow for 80 minute PLC's Training days for Regulated Classroom - Counselor and Behavior Strat Time for teachers to have peer observation & mentoring Time for coaching, co-planning, co-teaching with teachers Time for administrators to observe schools for peer support Hochman Method for writng - training time and cost of supplemental AI supports			
Evidence Level Level 3: Promising: Tier 1 materials: HMH, EnVisions, Amplify, Social Studies, 95 Phonics	Reviews		
Improvement Strategy 2: Utilizing consistent tools and structures to engage and support students who need Tier 2, & 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area (s) or those not making growing indicator and can also be supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools in reading and writing to support interventions, reteach and acceleration with supports.	Status Check		EOY Reflection
	Oct No review	Feb No review	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC meetings with teacher activators to collaborate to support the teaching and learning cycle and equitable education that supports strategies to scaffold what students advocate through metacognition where the breakdowns occur with most specifically the Tier 2 or Tier 3 students understanding of grade level content to take reading comprehension to writing using the Hochman Method.	Admin, Strategists, Teachers	Aug. 2026-May 2027	
2	Continue PLC's to focus on Teacher Clarity (Learning Intentions (LI), Success Criteria (SC)) to support planning and instruction. PLC's groups will focus on Success criteria that shows an incremental learning progressions with a focus student's metacognition and engagement.	Admin, Teacher, Strategists	Aug 2026-May 2027	
3	When using the lens of the Science of Reading, teachers will have a rigorous approach to tier 1 instruction with scaffolding instruction as needed after analyzing data and planning instruction with a concentrated focus on vocabulary a strand of the reading rope.	Admin, Teacher, Strategists	Aug 2026-May 2027	
4	Develop and provide consistency with daily Social Emotional Learning to develop relationships that focus on growth mindset for connectedness. The Counselor and Behavior Strategist will support Regulated Classroom techniques and start small group teacher trainings and go into classrooms and provide monthly lessons. Core Value: Respect, Responsibility, Readiness, Resilance, and the power of "Yet" will remain a focus for teachers	Admin, Teacher, Counselor, behavior strategist	Aug 2026-May 2027	
5	Observation and Coaching provided to teachers to support consistency in instruction. Teacher observation cycle supports teaching and learning cycle, data talks in coaching conversations to support instructional practices that engage students in reading with multiple types of instruction including whole group guided instruction, small group instruction, one on one coaching.	Admin, Teacher, Strategists	Aug 2026-May 2027	
6	MTSS focus to support teachers in instruction to develop goal setting to support teachers in fast bridge or other areas for typical and stretch growth in academic and behavioral (MLT supports)	Admin, Teacher, Strategists, Counselor, behavior strategist	Aug 2026-May 2027	
7	Special Education Teachers collaborate with teachers to support Tier 2 & 3 interventions weekly as part of PLC's collaboration to meet the needs for students and still makes connections to Tier 1 and grade level NVAC's.	Admin, Teachers, Strategists, CTT's	Aug 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
8	Partnering with parents to communicate curricular goals set weekly or benchmarks and using data to ensure they are kept current and students progress through informal and formal channels such as SLPP.	Admin, Teachers, Strategist	Aug 2026-May 2027	
9	Observe Progress monitoring data through RTI meetings the MTSS model for Glen Taylor and develop appropriate interventions by individual need	Admin, Teachers, Strategists	Aug 2026-May 2027	
10	RTI for behavioral supports provided by counselor and resource teacher that impede academic progress with updated protocols for MLT supports	Admin, Teacher, Strategists, Counselor, behavior strategist	Aug 2026-May 2027	
11	Small group or interventions 4x times weekly with a Focus on academic vocabulary for comprehension and Phonics/Phonemic Instruction at student levels.	Admin, Teachers, Strategists, 95 Percent coach, CTT	Aug 2026-May 2027	
12	The Acceleration block delegated in masters schedule will have specific guidelines and use of small group intervention tools that are based on scientific based research at the delegated time in master schedule for each grade level 1st-5th grade for Tier 1, 2, and 3 items.	Admin, Teacher, Strategists, CTT	Aug 2026-May 2027	
13	Equitable access in classroom to all instruction focusing on student entry point AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Analysis of formative and summative data for ELL students (teachers, strategist and administration monitor formative and summative data).	Admin, Teachers, Strategists, CTT	Aug. 2026-May 2027	
14	Observe Progress monitoring data through RTI meetings and develop appropriate interventions by individual need and how we will instruct or change instruction to support Tier II and Tier III while using the MTSS model to support all areas of instruction for where students are to move towards their goals. (with reference to SLPP's and Dyslexia Screener)	Strategist, SEIF, Admin, Counselor, Teachers	Aug. 2026-May 2027	

Position Responsible: Administration

Resources Needed: Strategists, Read by 3 Coach/Strategist, Behavior Strategist/SEIF

Counselor - In class SEL support & Individual check ins & MLT groups

Consistent Tier 1 Material(Amplify, Soc. Studies, HMH, 95 Phonics) & Intervention Materials (Leveled Libraries and Chip Kits)

Using gradual release model to support independent practice with differentiated/scaffolded word work groups based on formative & summative assessments
progress monitoring data

CTT & SOSA support to support research based interventions Individualized behavior plan writing and support RTI master schedule for meeting and time for licensed staff to be aways from students & focus on MLT with CCSD supports and GT guidelines MLT procedures with protocols and teacher supports Time for colloboration amongst Special Education and General Education Teachers Professional Development for developing RTI intervention plans & MLT with plans for behavior, small group planning & material usage Follow Acceleration Guideline for block of time on CCF 109 Literacy Block-Tiered instructional groups based on formative & summative assessments and scaffolding as needed. Hochman Method for writng - training time and cost of supplemental AI supports for taking reading understanding to writing. Evidence Level Level 3: Promising: HMH, 95 Phonics, Amplify science, Social Studies, Hochman Method for writng Problem Statements/Critical Root Cause: Student Success 1							
Improvement Strategy 3 Details					Reviews		
Improvement Strategy 3: Solid Tier 1 instruction using the teaching and learning model in math with the use of metacognitive practices that support teacher clarity, teacher created incremental success criteria, and a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on data, planning, lesson rehersal, and professional learning needs to enhance teaching strategies and support plan, and evaluate student progress. Support students in being more metacognitive and engaged in their learning process to determine their needs which will support misconceptions, need for more modeling, reteaching and further guided discourse to support mastery of grade level content understanding. (NVACs) Teachers and counelsor support for students to have a positive growth mindset while supporting early development of regulated classrooms. This will support academic excellence, career connected learning, and a safe and supportive school as part of the desitnation district.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Continue PLC's to focus on Teacher Clarity (Learning Intentions (LI), Success Criteria (SC)) to support planning and instruction. PLC's groups will focus on Success criteria that shows an incremental learning progressions with a focus student's metacognition and engagement. While creating Table of Specifications as needed for teacher clarity	Teachers, Admin, Strategist	Aug 2026 - May 2027				
2	Continue with planning and instructing with the gradual release model to support student engagement monitored for student colloboration.	Teachers, Admin, Strategist	Aug 2026 - May 2027				
3	Teacher observation cycle supports teaching and learning cycle, data talks in coaching conversations to support instructional practices that engage students in math with multiple types of instruction including whole group guided instruction, small group instruction, one on one coaching.	Teachers, Admin, Strategist	Aug 2026 - May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
4	Use of grade level retreat days prior to start of school and additional planning days with staff development days to support professional learning to improve planning and instruction to engage students in learning and focus on schoolwide initiatives to support student achievement.	Teachers, Admin, Strategist	Aug 2026 - May 2027	
5	RPDP Engagement Partnership Initiative to support the Engagement Continuum, Teacher clarity & credibility, build shared language, high impact strategies, and building capacity in universal school wide supports of engagement. Walk through data points that supports further differentiated supports for teachers and grade levels. Instructional Rounds with all grade levels to calibrate instruction, engagement and LI and SC.	Teachers, Admin, Strategist, RPDP	Aug 2026 - May 2027	
6	Weekly Goal Setting with IXL to support students pathways to fill skills and revisit Tier 1 additional practice and support. The medals for student mastery will be tracked for weekly classroom and monthly school wide celebrations.	Teachers, Admin, Strategist	Aug 2026 - May 2027	
7	PLC collaboration with Resource and Special Education Teachers and Specialists weekly in vertical alignment to have all areas support grade level standards and working cohesively at the same place to ensure connections for students	Teachers, Admin, Strategist	Aug 2026 - May 2027	
8	Pilot of Project Based Learning to crosswalk Literacy math & STEM to support durable skills for students in some classrooms of K-3	Teachers, Admin, Strategist	Aug 2026 - May 2027	
9	Use of manipulatives and visual cues to support math processes and the use of math practice standards	Teacher, Admin, Strategist	Aug 2026 - May 2027	

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Inquiry Area 1: Student Success

SMART Goal 2: SPP Goal for 26-27 : When reviewing the Spring proficiency from MAP data 57% of students had met their Math projected growth. We will anticipate grade levels using the below goals for typical growth and stretch growth goals to support the school goal of 62% of students meeting their Typical growth goal and 28% of students meeting their stretch growth goal.

Kindergarten 50% will make typical growth and 25% will make stretch growth

1st Grade 58% will make typical growth and 28% will make stretch growth

2nd grade 60% will make typical growth and 25% will make stretch growth

3rd Grade 58% will make typical growth and 28% will make stretch growth

4th grade 46% will make typical growth and 20% will make stretch growth

5th grade 45% will make typical growth and 18% will make stretch growth

We will anticipate projected proficiency goal for CRT in math to be 56% for grades 3-5.

Formative Measures: Tier 1 math curricular tools, quick checks. PLC determined pretests to gauge students entrance and check understanding throughout topic prior to end of topic assessment. We will use iReady checks and IXL measures to show progress.

Aligns with District Goal

Adult Learning Culture

Adult Learning Culture Areas of Strength

Data analysis and instructional planning were prioritized through weekly Professional Learning Communities (PLCs) organized by grade level and department to strengthen teacher efficacy and increase student achievement. Teachers regularly analyzed MAP median conditional growth percentiles, median achievement scores, subject-specific assessment data, Panorama data, and grading practices to identify trends and determine instructional next steps. This process supported scaffolded and differentiated instruction while maintaining a focus on grade-level standards and Tier I instruction.

Collaborative PLC conversations centered on planning, scaffolding, and revising Success Criteria, particularly in reading. Teachers utilized tools such as the Table of Selection to unwrap standards after pacing curriculum, develop learning progressions, and create incremental success criteria that supported students in monitoring their learning and identifying areas where additional support was needed. The schoolwide vision remained focused on student growth and ownership of learning through consistent implementation of teacher clarity practices. Professional learning opportunities were strategically planned throughout the year to address both schoolwide and grade-level needs. Strategists and administration supported co-planning, co-teaching, peer observations, and coaching cycles to strengthen instructional practices and increased teacher capacity to support all learners. A schoolwide emphasis on Learning Intentions and Success Criteria and planning with the gradual release model improved consistency in planning and instruction while providing students with greater clarity regarding learning goals and expectations.

Vertical PLCs that included specialists and special education teachers fostered communication, alignment of instructional practices, and shared responsibility for student success. Additionally, the master schedule provided all Kindergarten through fifth-grade teachers with a dedicated 80-minute weekly PLC block, allowing teams to collaboratively analyze data, design Tier II and Tier III interventions.

Adult Learning Culture Areas for Growth

While students demonstrated increased understanding of learning intentions and could articulate what they were learning, observational walkthroughs and Panorama data indicate that students continue to struggle with sustained engagement, metacognitive thinking, and consistent ownership of their learning. They are more likely to ask procedural questions about completing assignments than questions that deepen their understanding of content. Building students' ability to recognize disengagement, regulate their learning, develop stamina, and apply a growth mindset will require more intentional instructional practices that foster student agency.

To support this work, teachers will dedicate PLC time to systematically use to analyze student work, assessment data, and instructional practices to improve student outcomes. Data analysis and common assessments started in reading and will become more intentional and consistent to identify trends, determine targeted instructional responses, and ensure equitable implementation of Tier I instruction in other subject areas. Teachers will strengthen collaborative planning by moving beyond shared planning documents to develop classroom-specific instructional plans using data consistently that identify scaffolds, interventions, and engagement strategies aligned to the needs of their students.

Although teachers began developing incremental Success Criteria in reading using the Table of Selection, implementation across classrooms and content areas has not yet been consistent. Teachers will strengthen the connection between instruction, questioning, Success Criteria, and formative assessment to maintain student engagement throughout the lesson rather than only at the conclusion.

The school will also strengthen instructional coherence between reading and writing by intentionally connecting comprehension, note-taking, text evidence, and informational writing across grade levels. Performance tasks and other rigorous, standards-based learning experiences will be implemented more consistently to provide equitable opportunities for all students to demonstrate higher-order thinking and application of learning. The long-term goal is to build the instructional capacity of teachers and instructional leaders to transform classrooms from environments centered on behavioral compliance to collaborative learning communities where students become active partners in the learning process. Through intentional use of metacognitive strategies, incremental Success Criteria, engagement check-ins, and consistent data-driven instructional planning, students will develop the confidence, stamina, and ownership necessary to persist through rigorous learning and achieve mastery of grade-level standards.

Adult Learning Culture Equity Resource Supports

English Learners	• 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 • English learners face academic challenges as they continue to develop proficiency in the English language. • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Use data to support EL students with metacognitive strategies that helps them take ownership of their learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the acceleration block is observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Implementation of ULD strategies Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). Visual supports for students to use rubrics and continuum of learning to gauge their progress toward success criteria and to support engagement and for students can use gauge their stamina to learning.
Foster/ Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Have students find trusting relationships in the classroom to participate in instruction with planned supports as needed. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning and gauge their engagement to promote a positive growth mindset.

English Learners	• 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 • English learners face academic challenges as they continue to develop proficiency in the English language. • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Use data to support EL students with metacognitive strategies that helps them take ownership of their learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the acceleration block is observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Implementation of ULD strategies Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). Visual supports for students to use rubrics and continuum of learning to gauge their progress toward success criteria and to support engagement and for students can use gauge their stamina to learning.
Free and Reduced Lunch	• Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching and the use of SEL strategies to support students confidence so they will become metacognitive learners. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning.
Migrant/ Title1-C Eligible	N/A *This student group is not represented in the Clark County School District.	N/A

English Learners	• 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 • English learners face academic challenges as they continue to develop proficiency in the English language. • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Use data to support EL students with metacognitive strategies that helps them take ownership of their learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the acceleration block is observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Implementation of ULD strategies Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). Visual supports for students to use rubrics and continuum of learning to gauge their progress toward success criteria and to support engagement and for students can use gauge their stamina to learning.
Racial/ Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching and the use of SEL strategies and morning meeting. Provide teaching and learning strategies that engage students in lessons that will provide opportunities for metacognitive learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the Acceleration Block as observed by instructional rounds and classroom observations. Students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning.

English Learners	• 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 • English learners face academic challenges as they continue to develop proficiency in the English language. • Learning gaps	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Use data to support EL students with metacognitive strategies that helps them take ownership of their learning. Ensure students receive scaffolds and/or differentiation within Tier 1 instruction and the acceleration block is observed by instructional rounds and classroom observations. AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Implementation of ULD strategies Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting either Newcomers or Long-term English Learners (LTELs). Visual supports for students to use rubrics and continuum of learning to gauge their progress toward success criteria and to support engagement and for students can use gauge their stamina to learning.
Students with IEPs	• Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Provide professional development that supports teachers in providing equitable learning through culturally responsive teaching. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum during PLC's or weekly collaboration meetings. Provide training in use of Tier 1 material and supports to give students access to grade level standard material with support to keep the stamina of learning. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction. Provide vertical alignment PLC's with grade level teachers to support, unify and support coloboration. Teachers ill provide students to be able to self advocate with use of success criteria, exemplars, rubrics, and learning continuum to support learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding with students not being empowered to take ownership of their learning due to limited use engaging teaching strategies, inconsistent use of teacher clarity tools that require metacognitive learning.

Critical Root Cause: The use of new Tier 1 materials was the focus of Professional Learning Communities (PLC) where teachers were not understanding spiraling and connections

in the content with limited focus on the teaching and learning cycle. Staff absenteeism and time constraints at times did not allow for as much time for collaboration. Student absenteeism also impeded student growth on the MAPs assessment tool nor allowed for students to dive deeper into metacognitive thinking when teaching strategies. Inconsistent delivery of instruction from one classroom to another with the use of teacher clarity tools being precreated and not infused into instruction for students to use tools like exemplars or rubrics. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent to provide instructional strategies and for students to have an ownership in learning.

Problem Statement 2: Overall reading proficiency and student growth have shown improvement; however, students continue to need stronger connections between reading comprehension, writing, critical thinking, and accountable engagement. While students can consistently identify what they are learning through Learning Intentions, many are not yet able to explain how they know they have learned it or use Success Criteria to monitor their progress toward mastery as noted through data. Teachers have not developed a consistency of using incremental measureable steps or use continuums to determine their levels for students to be able articulate break downs.

Critical Root Cause: Limited opportunities for students to engage in metacognitive thinking, self-assess their level of engagement or their prior knowledge, and identify when they need clarification or additional support have impacted student ownership of learning. As a result, students often complete tasks compliantly rather than actively engaging in rigorous learning, building reading stamina, and applying critical thinking to writing and problem-solving tasks. Because literacy and mathematical understanding build upon previously mastered concepts, students who are not fully engaged in the learning process or proficient in foundational skills are at risk of falling further behind.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: SPP Goal for 26-27: By the end of the 2026-27 school year, 80% of instructional staff will learn and implement metacognitive pedagogy into daily instruction which will be evidenced by the use of incremental success criteria and student self-assessment along the Engagement Continuum. This will result in growth for students demonstrating self advocacy and engagement in learning.

Formative Measures: Walk through data to gauge individual classroom and school wide trends to support teacher clarity, metacognitive thinking for students with high engagement and the use of student surveys.

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Teachers will use PLCs to collaboratively build expertise metacognitive practices with incremental teacher clarity, incremental success criteria and implementation of the Continuum of Engagement. Supported by RPDP facilitators, instructional leaders, and teacher leads, PLCs will focus on developing a shared language for engagement, identifying high-impact instructional strategies, and analyzing evidence of student engagement. Through collaborative planning, reflection, and coaching, teachers will strengthen their capacity to intentionally increase student engagement, support self-regulation, and create learning environments where all students are actively involved in their learning.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	PLCs and other planning days to focus on shared language of engagement and evidence of student engagement through planning, reflection, data and coaching. review teaching and learning cycle to support planning of instructional strategies for student engagement and reviewing data to gauge student achievement .	Admin, Teachers, Strategist, Supported by RPDP	Aug. 2026- May 2027					

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	Coaching and feedback using the data from teachers observation or in post conferences to support next steps and micro teaching opportunities.	Admin, Teachers, Strategist	Aug. 2026-May 2027	
3	Goal Setting focus for the school year with supporting growth mindset with weekly celebrations in the classroom and monthly school wide celebrations with parents and students. Professional learning provided and differentiate by teacher and student need and data analyzation for student empowerment and asking students to use metacognition to share where they are in learning.	Admin, Teachers, Strategist.	Aug. 2026-May 2027	
4	Developing teachers use of the engagement continuum during instruction with the use of teacher clarity and credibiliy, build a shared language and define high impact strategies to build capacity amoungst teacher	Admin, Teachers, PLC activiators, Strategist, RPDP trainers	Aug. 2026-May 2027	
5	PLC's focus in planning to include the development and refinement of incremental success criteria to support the student in engagement in learning. Analyze data to gauge student growth in reading and writing that supports instructional strategies such as high leverage instructional strategies.	Admin, Teachers, Strategist, PLC activator	Aug. 2026-May 2027	
6	Use the Teaching and learning cycle to support teacher pedagogy with a focus on creating specified incremental success criteria and accurate learning intentions. Continue the use of the Table of Selection to unwrap and build clarity around instruction.	Admin, Teachers, Strategist,	Aug. 2026-May 2027	
7	Equitable access in classroom to all instruction focusing on student entry point AB 219 (d): Specific actions to improve the achievement of English learners (including monitoring of those actions and persons responsible): *Analysis of formative and summative data for ELL students (teachers, strategist and administration monitor formative and summative data) with students also being supported with empowerment with goal setting, engagement, and growth mindset.	Admin, Teachers, Strategist	Aug. 2026-May 2027	
8	MTSS to support individuals with tiered support for and their goals and daily reflection time to focus on student engagement and growth mindset check-in and supports engagement.	Admin, Teachers, Strategist	Aug 2026-May 2027	
9	RPDP Drops with more information to support the Engagement initiative that will be delievered by teacher leaders at PLC's, staff development days, and planning days	Admin, strategist, RPDP	Aug 2026-May 2027	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
10	RPDP walk throughs to support coaching for engagement initiative and support teacher credibility.	Admin, Strategist, RPDP	Aug 2026-May 2017	
11	Providing authentic learning opportunities with Project based learning and PBL Works tranings for teachers to support further engagement with connections to Literacy, science/stem .	Admin, Strategist, Kinder - 3rd grade teachers	Augs 2026-May 2027	
12	PLC activators will use their grade level data and differentiated needs to support student metacognition strategies and student learning.	PLC activators, Admin, Strategist	August 2026-May 2027	

Position Responsible: Administration

Resources Needed: Strategists: Read by 3 Coach, Behavior Strategist
Success Criteria Book

Teaching Students to Drive Their Learning- Focus on Engagement Text

RPDP trainers

Teacher leads

Posters Engagement continuum in all rooms and used during lessons for reflection

PLC Pilot Feedback & Activator Training and support sessions

PLC+ Building Colloborative Teams That Drive Student succss Text & 50 Strategies for Activating Your PLC+

Counselor - In class SEL support lesson for students/ groups/ classrooms; to trust in expressing themselves during learning

Behavior Strategist small group support- to support students to access learning strategies with confidence

Tier 1,2, 3 with MTSS model that supports engagement

Use the teaching and learning cycle to support Tier 1 instruction focusing on learning intentions & incremental success criteria

Sanford Harmony Tools, Restorative Justice structures

Pacing Guides

Teacher Clarity Guides in Core subject areas

PLC training with admin

PLC time consistently to plan engagement after RPDP train the trainer model

Goal Setting time in class and school wide celebration with encouragement awards and supports

Evidence Level

Connectedness

Connectedness Areas of Strength

The school has demonstrated measurable improvement in student attendance and a reduction in chronic absenteeism through a collaborative approach that included teacher check-ins, counselor support for students requiring Tier II interventions, and intentional relationship-building practices. These efforts have increased students' connection to school and created stronger conditions for learning.

Instructionally, the school has established a strong foundation in Teacher Clarity. Students can consistently identify what they are learning and understand the purpose of Learning Intentions and Success Criteria. During weekly Professional Learning Communities (PLCs), teachers engaged in collaborative planning, scaffolding, and refining Success Criteria, particularly in reading. Using tools such as the Table of Selection, teachers unwrapped standards, developed learning progressions, and began creating incremental Success Criteria to support student understanding and monitor progress toward grade-level expectations.

As a result, students are beginning to take greater ownership of their learning and use Success Criteria to guide their work. The next step is to deepen students' metacognitive thinking so they can confidently explain **how** they know they have learned, recognize when they are becoming disengaged, and apply a positive growth mindset to persevere through challenging learning tasks. Building these skills will strengthen student agency, increase academic stamina, and improve achievement across all content areas.

Connectedness Areas for Growth

As students have developed an understanding of the purpose of Success Criteria, they are not yet consistently able to use it to monitor their learning, identify where their understanding breaks down, or determine when and how to ask for support. Students can often identify **what** they are learning; however, many still struggle to explain **how** they know they have learned it or what strategies they should use when they encounter difficulty.

Panorama data indicates that **Growth Mindset** remains the school's lowest student perception area, falling within the 20th–39th percentile despite incremental gains. Classroom observations and student feedback suggest that students frequently become frustrated when learning becomes challenging and often lack the confidence and metacognitive skills to regulate their engagement, persevere through productive struggle, and seek targeted support.

Moving forward, students will need intentional opportunities to identify their engagement along a learning continuum, recognize when they are becoming disengaged, and apply strategies that strengthen self-regulation, perseverance, and academic confidence. Teachers will continue to develop instructional practices that embed incremental Success Criteria, metacognitive check-ins, and engagement strategies throughout lessons so students can accurately assess their progress, communicate their learning needs, and develop the growth mindset necessary to persist through rigorous learning experiences. Strengthening these practices will increase student ownership of learning and improve achievement across all content areas.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Learning gaps so students do not want to come to school due to low growth mindset and engagement. • This sub group has a discrepancy in learning and does not know how to gauge where support is needed when looking at incremental success criteria	Daily SEL lessons and small group check ins and monitoring engagement student progress. Use data to support student reflection of growth mindset. Making individual attendance goals monthly and revisiting throughout the year making growth on last years data. Small group differentiated instruction provided as needed to close the achievement gap. Teacher contact consistently. Having student create individual attendance goals. Developing reflection opportunities.
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates and students ability to have a positive growth mindset.	Daily small group meetings for check-in as well as monitoring engagement student progress, student regulation and growth mindset. Counselor support as needed to provide wrap around services as needed. Mentoring relationship and check-ins to make sure students are supported.
Free and Reduced Lunch	• Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their growth mindset, social and emotional well-being, as well as academic achievement and may not want to come to school.	Daily small group meetings and check-in as well as monitoring engagement, student regulation, and growth mindset. Small group differentiated instruction provided as needed to close the achievement gap. Mentoring relationship and check-ins to make sure students are supported. Teacher and Counselor support provided as needed with individual growth goals for attendance.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A *This student group is not represented in the Clark County School District	N/A
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Daily small group meetings for check-in as well as monitoring engagement student progress. Check in's and growth goals. positive growth mindset . Developing reflection opportunities.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	Daily small group meetings for check-in as well as monitoring engagement student progress. Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to understand grade level NVACS as well as inclusive practices across the Special Education continuum. Provide pull-out support as needed to ensure students do not miss significant amounts of Tier I instruction.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Reduce the percent of chronically absent students and specifically focusing on subgroups who are above the school wide average. We struggle to keep track of students families we have met with to ensure consistent communication with teaching staff and administration to catch them prior to be chronic and this has a negative affect on the academic progress . We encourage students but the same consistently attending students receive rewards so differentiation will be needed.

Critical Root Cause: Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Keeping parents heavily communicated with during absentism or when there appears to be access is not consistent . Students not seeing the goal for being at school and how it is related to academic success or positive support with inconsistent use of mentor relationships on campus.

Problem Statement 2: Student data, including Panorama results, indicate that many students demonstrate a low growth mindset and lack the confidence and metacognitive skills needed to reflect on their learning, identify misconceptions, and seek appropriate support. Rather than recognizing mistakes as opportunities for growth, students often become frustrated or disengaged when learning becomes challenging. Students need explicit instruction and regular opportunities to evaluate their engagement, determine where their understanding has broken down, and use Success Criteria to identify the next steps toward mastery. Strengthening students' ability to reflect, self-regulate, and ask purposeful questions for clarification will increase perseverance, ownership of learning, and confidence in overcoming misconceptions and errors.

Critical Root Cause: When learning becomes challenging, many students struggle to view mistakes as part of the learning process and instead become frustrated or disengaged. Students need intentional instruction and structured opportunities to reflect on their level of engagement, their level of learning or master to recognize where misconceptions or gaps

in understanding exist, and use Success Criteria to determine appropriate next steps. Developing students' metacognitive skills will enable them to self-monitor their learning, seek targeted support, and ask meaningful questions that deepen understanding.

Inquiry Area 3: Connectedness

SMART Goal 1: 2026-27: Increase the percentage of students demonstrating a favorable growth mindset and to feel safe in classrooms to ask for support or engage as a partner in learning with the teacher. Students will be given metacognitive tools to support students growth mindset. By the end of the 2026-27 school year, 80% of instructional staff will learn and implement metacognitive pedagogy into daily instruction which will be evidenced by the use of incremental success criteria and student self-assessment along the Engagement Continuum with growth mindset social emotional learning. A school-developed pre- and post-assessment will measure students' understanding of growth mindset concepts, with the goal of demonstrating increased understanding by the end of the school year with 70% of students showing growth from pre to post. Success will be reflected in students' increased confidence, resilience, and willingness to embrace challenges as opportunities to learn.

Formative Measures: The use of Panorama Data for grade 3-5 in the 3 times a year it is reviewed. School wide assessment tools to develop pre and post understanding of the growth mindset concepts with the goal in demonstrating. Google form walk throughs with data to support metacognitive practices for student advocacy.

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Students will receive monthly growth mindset lessons facilitated by the school counselor and behavior strategist to explicitly teach perseverance, resilience, and strategies for overcoming challenges. Teachers will reinforce these concepts through ongoing Social-Emotional Learning (SEL) instruction embedded in daily classroom routines. To strengthen student engagement, teachers will implement incremental success criteria as part of the school's teacher clarity framework, helping students break complex learning into manageable steps, monitor their progress, and recognize growth. Students will also be explicitly taught how to ask purposeful questions, identify when they need support, and reflect on their learning. This work will be supported through district and schoolwide MTSS protocols for behavior and SEL to ensure students receive timely Tier 1, Tier 2, and Tier 3 supports based on identified needs. Together, these strategies will build student confidence, increase engagement, and foster a positive growth mindset that supports academic success and connectedness.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Teachers were given professional development to support students with social emotional learning lessons and character development using regulated classroom, Regulated classroom and Harmony tools , restorative practices with other ways to support growth mindset and positive climate in the classroom. Teachers will reinforce these concepts through ongoing Social-Emotional Learning (SEL) instruction embedded in daily classroom routines	Admin, Behavior Strategist, Teachers, Counselor	Aug 2026- May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
2	MTSS to support individual tiered support for and their goals and daily reflection time to focus on student engagement and growth mindset check-in.	Admin, Behavior Strategist, Teachers, Counselor	Aug 2026-May 2027	
3	Students will receive monthly growth mindset lessons facilitated by the school counselor and behavior strategist to explicitly teach perseverance, resilience, and strategies for overcoming challenges.	Admin, Teachers, Counselor	Aug 2026-May 2027	
4	Goal Setting focus for the school year with supporting growth mindset with weekly celebrations in the classroom and monthly school wide celebrations with parents and students. Teacher and student relationships will be cultivated with Professional learning provided and differentiate by teacher and student need and data analyzation for SEL objectives and student empowerment.	Admin, Behavior Strategist, Teachers, Counselor	Aug. 2026-May 2027	
5	Teachers will use PLCs to collaboratively build expertise in implementing the Continuum of Engagement. Supported by RPDG facilitators, instructional leaders, and teacher leads, PLCs will focus on developing a shared language for engagement, identifying high-impact instructional strategies, and analyzing evidence of student engagement to support growth mindset.	Admin, Strategist, Behavior Strategist, Teachers, Counselor	Aug 2026-May 2027	
6	Behavior strategist & Counselor support small group or classrooms for individuals or groups as needed. Counselor & Behavior Strategist meet with student and/or parent to develop a positive growth mind set and to engage during instruction.	Admin, Behavior Strategist, Teacher, Counselor	Aug 2026-May 2027	
7	MLT new school wide protocols will support data based decisions that help students be able to understand their individual goals and support to meet the goals. All protocols maintained by Counselor and Behavior Strategist	Admin, Behavior Strategist, Teacher, Counselor	Aug 2026-May 2027	

Position Responsible: Administration

Resources Needed: RPDG focus on engagement professional learning
regulated classroom for felt safety room- Window of tolerance
SEL materials- focus on growth mindset
MLT committee
Counselor
Behavior Strategist, Read by Grade 3 Coach
Sanford Harmony online resource
Treatment Agreement
Staff to call families to communicate students' resilience

Panorama
school wide pre and post survey
Classroom engagement continuum poster in all rooms
Reflection time given daily
De-escalation room materials
Zones of regulation techniques
Calm box for each room to support students in frustration
Incentive materials and calendared rewards and check ins school wide

Evidence Level

Level 4: Demonstrate Rationale: Engagement, metacongition, regulated classroom, Responsive teaching, Morning Meeting , Sanford
Harmony, Restorative Justice Practice

Problem Statements/Critical Root Cause: Connectedness 1

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Priority Problem Statements

Problem Statement 1: There has been a focus in reading proficiency, in all subject areas including math due to decreased student stamina and engagement. This issue is compounded by limited student ownership of learning and the difficulty for students to follow the spiraling of Tier 1 instructional materials.

Critical Root Cause 1: Lack of engagement in rigorous use of new Tier 1 material and instructional strategies to support the teaching and learning model with the use of consistent student engagement to master standards and provides students the ability to express where they were in the learning continuum and where help, reteach or clarification was needed to further their understanding in the area of reading where high stamina is needed for students. Looking at students' learning levels to determine appropriate interventions and scaffolding to differentiate students' support to further their progress with developing plans that specifically articulate the supports needed for Tier 2 and 3 students in reading.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Overall reading proficiency has declined. Students who are not proficient in reading will continue to fall behind because reading and math knowledge builds upon previous understanding with students not being empowered to take ownership of their learning due to limited use engaging teaching strategies, inconsistent use of teacher clarity tools that require metacognitive learning.

Critical Root Cause 2: The use of new Tier 1 materials was the focus of Professional Learning Communities (PLC) where teachers were not understanding spiraling and connections in the content with limited focus on the teaching and learning cycle. Staff absenteeism and time constraints at times did not allow for as much time for collaboration. Student absenteeism also impeded student growth on the MAPs assessment tool nor allowed for students to dive deeper into metacognitive thinking when teaching strategies. Inconsistent delivery of instruction from one classroom to another with the use of teacher clarity tools being precreated and not infused into instruction for students to use tools like exemplars or rubrics. Vertical alignment/collaboration and common expectancies among grade levels are inconsistent to provide instructional strategies and for students to have an ownership in learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Reduce the percent of chronically absent students and specifically focusing on subgroups who are above the school wide average. We struggle to keep track of students families we have met with to ensure consistent communication with teaching staff and administration to catch them prior to be chronic and this has a negative affect on the academic progress . We encourage students but the same consistently attending students receive rewards so differentiation will be needed.

Critical Root Cause 3: Difficult to connect or to have parents agree with absenteeism policy to see the correlation to academic progress. Keeping parents heavily communicated with during absentism or when there appears to be access is not consistent . Students not seeing the goal for being at school and how it is related to academic success or positive support with inconsistent use of mentor relationships on campus.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,363,622.00	Licensed Teaching staff, Support staff, Supplies, and Supplementals	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$79,209.35	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$130,706.84	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$3,150.78	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$65,122.10	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$11,788.63	Licensed Teaching staff	Student Success, Adult Learning Culture, Connectedness
General Fund	\$234,102.42	Licensed Teaching staff, Support staff, and Supplies	Student Success, Adult Learning Culture, Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Community Member	Leilani Carreno	Parent
CI Team Member	Dawn Larson	Teacher
CI Team Member	Jeremiah Norman	Teacher
Editor	Peterson Lauren	Strategist
Community Member	Kasey Carlson	Parent
CI Team Member	Erica Shearer	Grade Level
CI TEam Member	Aaliyah Ward	Grade Level Teacher
CI Team Member	Melissa West	Special Education Facilitator
Time Keeper	Jamie Rodriguez	Grade Level Teacher
CI Team Lead	Rachel Dupris	Assistant Principal
Administrator	Tara Garman-Doetch	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 3/1
SOT Meeting	August 17, 2026	Public Meeting on Data Results and review of SIP Goals
Parent Night	September 10, 2026	School Data and Goals reviewed