Clark County School District

Kelly, Matt ES

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI, MRI, AB219

Mission Statement

The staff, administration, families, and community of Matt Kelly Elementary School of Excellence are committed to empowering and preparing our students to unlock and fulfill their potential by improving student achievement through focused and interactive academic, behavioral, social-emotional, and enrichment opportunities.

Vision

Provide an excellent education for all learners to ensure they are prepared for 21st century college and career expectations, enabling each student to flourish as a responsible citizen in the global community.

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/matt_kelly_elementary_school/nspf/

Table of Contents

Kelly, Matt ES
Generated by Plan4Learning.com
    3 of 29
School #521
August 14, 2025 10:06 AM

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on MAP data, students scoring below the 40th percentile decreased from 76.59% in the fall the 2024-2025 school year to 71.79% in the spring accounting for a 4.8% difference.

Based on MAP data, students scoring between the 41st and 69th percentile increased from 17.06% in the fall the 2024-2025 school year to 20.51% in the spring accounting for a 3.5% increase.

Based on MAP data, students scoring above the 70th percentile increased from 6.35% in the fall the 2024-2025 school year to 7.69% in the spring accounting for a 1.3% increase.

Based on MAP data, 40% of students met their growth goals in both reading and math during the spring administration.

The number of recorded behavior incidents decreased from 141 events in 2023-2024 to 69 events in 2024-2025.

According to the CCSD District Wide Survey, 77% of fourth and fifth grade students report feeling like they are getting a good education at Matt Kelly ES.

Student Success Areas for Growth

Based on 2024-2025 spring MAP data, 13% of students are projected to be proficient on the CRT test in math and 15% of students are projected to be proficient on the CRT test in reading.

Preliminary WIDA data indicates that 51.5% of students tested scored at the level 1 entering level and 15% of students tested scored at level 2 emerging.

Classroom walkthrough data indicates that students are engaged during instruction 39% of the time.

Student Success Equity Resource Supports

		Weighted funding was used to sustain a Reading

Skills Center focused on connecting language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development for targeted English language learners.

AB 219 Student Success Improvement Strategy:

Reading Skills Center

Implementation of Tier I Curriculum (95 Phonics, HMH, and enVision)

Implementation of academic discourse in Special Education classroom

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1, 4, 3

AB 219 Student Success Action

Action Step [1]: Reading Skills Center

Implement a Reading Skills Center for English learners to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

AB 219 Data Reviewed

ELL ELA Proficiency: <10%

ELL Math Proficiency: <10%

ELL WIDA AGP: 23%

AB 219 Student Success Root Causes: As evidenced by SBAC, the problem is ELLs are performing in the bottom 30th percentile in Nevada. A root cause of the low performance of ELLs in language proficiency and content achievement is the lack of implementing a rigorous Tier I curriculum and providing professional learning to teachers. Students need rigorous Tier I and Tier II instruction that includes opportunities for students to engage in extended academic discourse.

AB 219 Student Success Goals:

Monitoring Plan: Quarters 1, 2, 3 and 4

Person Responsible: Language Learner Specialist (LLS) and Support Professionals

Action Step [2]: Tier I Curriculum Focus

Implementation of Tier I curriculum to all staff at Kelly ES. Allow for collaboration time and ongoing professional learning for all staff members.

Classroom observations will take place with the leadership team using the appropriate CCSD Look For Tools and the CCSD Tier I Monitoring Tool.

Based on classroom observation evidence, additional professional learning and coaching support will be provided.

Learners		
	Increase the percent of English Learners proficient in math from <5% in 2024 to 7% by 2025, as measured by the SBAC and reported on the NSPF.	**Monitoring Plan:** Quarters 2, 3 and 4
		Person Responsible: Leadership Team
	ELA Summative Assessment	**Action Step [3]: Academic Discourse Strategies**
	Increase the percent of English Learners proficient in ELA from <5% in 2024 to 7 % by 2025, as measured by the SBAC and reported on the NSPF.	**Implementation of academic discourse structures in all Special education classrooms during Tier I and Tier II instruction.**
	Language Summative Assessment	**Monitoring Plan:** Quarters 2, 3 and 4
	Increase the percent of English Learners meeting Adequate Growth Percentile (AGP) in English Language Proficiency from 23% in 2024 to 30% by 2025, as measured by the WIDA ACCESS and reported on the NSPF.	**Person Responsible:** Leadership Team, Special Education teachers
		AB 219 Student Success Professional Learning
		Professional Learning [1] for Language Learner Specialist (LLS): What professional learning does the site need around rigorous content and language practice opportunities for ELL students?
		Provide LLS with ongoing professional learning and coaching on the RSC Approach, formative assessments, and embedding the four domains (speaking, writing, reading, and listening) in 30-minute RSC lessons.
		Professional Learning [2] for staff: What professional learning does the site need around rigorous content and language practice opportunities for ELL students?
		Provide classroom teachers with ongoing professional learning and coaching on teaching the enVisions, Core 95 Phonics, and HMH lesson sequences.
		Professional Learning [3] for staff: What professional learning does the site need around rigorous content and language practice opportunities for ELL students?
		Providing Special Education staff with professional learning regarding ELL strategies.

Foster/ Homeless	Based on 2023-2024 SBAC data, 10% of homeless students scored proficient in math, and 90% scored non-proficient. 10% of homeless students tested score at an overall level of 4, 20% of students tested scored at an overall level of 2, and 70% of students scored at an overall level 1. Based on 2023-2024 SBAC data, 20% of homeless students scored proficient in ELA, and 80% scored non-proficient. 10% of homeless students tested score at an overall level of 4, 10% of students tested scored at an overall level of 3, 30% of tested students scored at an overall level of 2, and 50% of students scored at an overall level 1.	Communication with Dawna O'Dea-Alexander (CCESCU) to assist, consistency, MLT supports (Wrap Around Team)
Free and Reduced Lunch	Based on 2023-2024 SBAC data, 9% of economically disadvantaged students scored non-proficient in math. Based on 2023-2024 SBAC data, 11% of economically disadvantaged students scored non-proficient in ELA.	Licensed and support staff will provide opportunities for after-hour tutoring.
Migrant/ Title1-C Eligible		
Racial/ Ethnic Minorities	Based on 2023-2024 SBAC data, 89% of African American students scored non-proficient in math. Based on 2023-2024 SBAC data, 91% of African American students scored non-proficient in math. Based on 2023-2024 SBAC data, 91% of African American students scored non-proficient in ELA. Based on 2023-2024 SBAC data, 86% of African American students scored non-proficient in ELA.	Licensed teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. Licensed and support staff will provide opportunities for after-hour tutoring.
Students with IEPs	Based on 2023-2024 SBAC data, 100% of Special Education students scored non-proficient in math. 95% of Special Education students tested score at an overall level of 1 and 5% of students scored at an overall level 2. Based on 2023-2024 SBAC data, 100% of Special Education students scored non-proficient in ELA. 100% of Special Education students tested score at an overall level of 1.	Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Over the past 4 years, the schools' proficiency in ELA and Math have declined.
Critical Root Cause: Inconsistent Tier I Instruction High chronic absenteeism rate

Adult Learning Culture

Adult Learning Culture Areas of Strength

Administration provided PLC guidance to assist teachers in reading data.

A consistent schedule and structure for PLC meetings was developed and implemented consistently.

Adult Learning Culture Areas for Growth

Implementing a consistent schedule for teachers to complete pre-work activities prior to the start of PLC meetings. Focus the PLC structure on planning for high leverage instructional strategies and student engagement.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	AB 219 Data Reviewed Classroom Observations By The end of 2025-2026, 80% of classrooms will have student-led engagement, according to the Tier 1 Monitoring tool. AB 219 Adult Learning Culture Root Causes: A root cause of the low performance of ELLs in language proficiency and content achievement is a lack of understanding of how to provide differentiated supports/scaffolds while tracking student progress toward meeting state standards. Additionally, another root cause is the fact that 44% of ELs are dual-coded and participate in Special Education services. Students need to be provided with differentiated Tier I and Tier II instruction utilizing curriculum materials and assessments that are clearly aligned with state standards. AB 219 Adult Learning Culture Goals: Professional Learning and Collaboration Currently, in Spring 2025 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool.	Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support English language learners. AB 219 Adult Learning Culture Improvement Strategy: Professional Learning Communities (PLC) AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2 AB 219 Adult Learning Culture Action Action Step [1]: Teachers utilize CCSD Clarity Guides to determine student prior knowledge, scaffolds, and differentiation. Teachers utilize the CCSD Clarity Guides and curriculum assessments to evaluate and select assessment items aligned to the Standards Monitoring Plan: Quarters 2, 3, and 4 Person Responsible: Staff and Leadership Team AB 219 Adult Learning Culture Professional Learning Professional Learning [1] for [audience]: What professional learning does the site need around instructional practice for ELL students? Teachers develop a deep understanding of HMH lessons, by engaging in PLC planning focused on alignment of learning intentions and success criteria, to the engage and response task. Teachers will incorporate high leverage engagement strategies.

Student Group	Challenge	Solution
Foster/Homeless		Counselor will provide additional supports
Free and Reduced Lunch	Currently, in Spring 2025 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. Students need to be provided with differentiated Tier I and Tier II instruction utilizing curriculum materials and assessments that are clearly aligned with state standards.	Recognize trends, provide strategies, using data to address student needs
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	Currently, in Spring 2025 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. Students need to be provided with differentiated Tier I and Tier II instruction utilizing curriculum materials and assessments that are clearly aligned with state standards.	Recognize trends, provide strategies, using data to address student needs
Students with IEPs	Currently, in Spring 2025 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. Additionally, another root cause is the fact that 44% of students with IEPs are dual-coded and participate in English Language services. Students need to be provided with differentiated Tier I and Tier II instruction utilizing curriculum materials and assessments that are clearly aligned with state standards.	Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support Resource teacher will be invited to the PLCs

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need to engage in PLC planning focused on alignment of learning intentions and success criteria, to the engage and response task. Teachers will incorporate high leverage engagement strategies.
Critical Root Cause: A consistent structure for PLC including planning for instruction, and analyzing stuent outcome data was not present.

Connectedness

Connectedness Areas of Strength

Chronic absenteeism rate has decreased across a three year trend from 46% in 2022-2023 to 44% in 2024-2025.

Daily positive attendance rate in 2024-2025 is 87%.

Connectedness Areas for Growth

Decrease the number of students identified as chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	AB 219 Data Reviewed Chronic absenteeism increased from 32% in 2023-2024 to 33% in 2024-2025. AB 219 Connectedness Root Causes: Frequent absences and other factors, cause some students to perform below grade level as a result of missed instruction. AB 219 Connectedness Goals: Staff and Family/Community Engagement Decrease the number of students identified as chronically absent from 44% to 34%	The administration will develop a plan and structure for weekly attendance meetings. AB 219 Connectedness Improvement Strategy: MTSS AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): n/a AB 219 Connectedness Action Action Step [1]: The administration will develop a structure and agenda for weekly attendance meetings. They will do this in consultation with the Wraparound Team. This will include specific roles for individuals, protocols, and deadlines. Monitoring Plan: The administration will create a calendar and protocols to guide the Weekly Attendance meetings. Wrap Around team members will develop weekly agendas and meeting minutes. Person Responsible: Administration and Wrap Around Team Members AB 219 Connectedness Professional Learning Professional Learning [1] for [audience]: What professional learning does the site need around Connectedness for ELL students? Administration will provide professional learning on the structure and expectations for conducting weekly attendance meetings.

Student Group	Challenge	Solution
Foster/Homeless	44% of homeless students are identified as chronically absent.	The school counselor and Wrap Around Team will provide ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	44% of students receiving Free and Reduced Lunch are identified as chronically absent.	The school counselor and Wrap Around Team will provide ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	43% of African American students are identified as chronically absent. 44% of Hispanic/Latino students are identified as chronically absent.	Counselor availability, Wrap Around team
Students with IEPs	39% of students with IEPs are identified as chronically absent.	The school counselor and Wrap Around Team will provide ongoing services and support and monitor students' attendance, academic, and social/emotional progress.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Inconsistent systems for monitoring attendance of students identified as chronically absent.
Critical Root Cause: Inconsistent systems for proactively identifying students at risk of chronic absenteeism. Lack of knowledge on effective attendance monitoring systems.

Priority Problem Statements

Problem Statement 1: Over the past 4 years, the schools' proficiency in ELA and Math have declined.
Critical Root Cause 1: Inconsistent Tier I Instruction High chronic absenteeism rate
Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need to engage in PLC planning focused on alignment of learning intentions and success criteria, to the engage and response task. Teachers will incorporate high leverage engagement strategies.
Critical Root Cause 2: A consistent structure for PLC including planning for instruction, and analyzing stuent outcome data was not present.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Inconsistent systems for monitoring attendance of students identified as chronically absent.
Critical Root Cause 3: Inconsistent systems for proactively identifying students at risk of chronic absenteeism. Lack of knowledge on effective attendance monitoring systems.
Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- 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
- Other
  - classroom observations, student work samples, IEPs, lesson plans

Adult Learning Culture

- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
  - modeling effective PLCs, PLC framework

Connectedness

- Attendance
- Enrollment
- Enrollment trends
- Home Visits
- Perception/survey data
- Other
  - written and verbal communication with parents

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting their MAP growth goals from ELA 40% in May 2025 to 50% by May 2026; Math 40% in May 2025 to 50% by May 2026.

Increase the MAP SBAC projected proficiency percentage of students from ELA 15% in May 2025 to 25% by May 2026; Math 13% in May 2025 to 23% by May 2026.

Formative Measures: MAP Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implementation of Tier I curriculum; HMH Into Reading, 95 Phonics Core, Envisions 2020 Math curriculum sets school wide; provide new staff with additional training and collaboration time with peers.					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**		**Timeline**	**Oct**	**Feb**	**June**
1	Provide continuous professional development for new programs (MRI #4) Use core curriculum (HMH Into Reading, 95 Core, and enVisions 2020) with fidelity Utilize MAP data to inform and guide instruction (MRI #3) Unwrap standards prior to instruction	HMH Coachly Coach, 95 Core Implementation Manager, enVisions Implementation Manager, Administration, Teachers		- Monthly	No review	No review	

Position Responsible: Administration, RBG3 Strategist, Teachers

Resources Needed: Money
Time
Professional Learning

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: enVisions
Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Student Success Improvement Strategy 1003(a): Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Delivering 95 Phonics lessons utilizing the instructional dialog, choral responses, utilizing manipulatives, and pacing guides.	Teachers	- Daily			

Position Responsible: Teachers

Resources Needed: Title I 1003(a) funds will provide:
95 Percent Group Implementation Manager

Additional Resources:
95 Percent Group (funded centrally)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: 95 Core Phonics

Problem Statements/Critical Root Cause: Student Success 1

Improvement Strategy 3 Details	Reviews		

Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Increase the effectiveness of Tier I Instruction.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	Deliver standards based instruction utilizing Houghton Mifflin Harcourt (HMH) for Tier I English language arts curriculum.	Teachers, HMH Coachly Coach, Administration	- Daily	No review	No review	
2	Deliver standards based instruction utilizing enVision (SAVVAS) for Tier I mathematics curriculum.	Teachers, enVisions Implementation Manager, Administration	- Daily			

Position Responsible: Teachers, Administration

Resources Needed: Title I 1003(a) funds will provide:
HMH Consultant
Coaching Licenses
SAVVAS Consultant

Additional Resources:
HMH Curriculum (funded centrally)
SAVVAS Curriculum (funded centrally)

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

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Over the past 4 years, the schools' proficiency in ELA and Math have declined.   **Critical Root Cause**: Inconsistent Tier I Instruction High chronic absenteeism rate

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: In the 2024-2025, 40% of classrooms have student-led engagement, according to the Tier 1 Monitoring Tool. By The end of 2025-2026, 80% of classrooms will have student-led engagement, according to the Tier 1 Monitoring tool.

Formative Measures: Classroom Observations using the Tier I Monitoring Tool, Agendas, Sign In Sheets

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers engage in PLCs in ways to effectively plan for instruction and student learning tasks to meet daily learning intentions and success criteria.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Teachers develop a deep understanding of HMH lessons, by engaging in PLC planning focused on alignment of learning intentions and success criteria, to the engage and response task. Teachers will incorporate high leverage engagement strategies.	Teachers, Read By Grade 3 Strategist, HMH Coachly Coach, Administration	Weekly			
Position Responsible: Teachers, RBG3 Strategist, Administration **Resources Needed:** Weekly prep buy-out for PLC meetings PLC Framework Tier I Curriculum Materials **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: PLCs **Problem Statements/Critical Root Cause:** Adult Learning Culture 1						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Adult Learning Culture Strategy 1003(a): Analyze student performance data to plan to respond to all students' learning needs and inform Tier I and/or Tier II instructional decisions.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Partner with 95 Percent group implementation manager to engage in professional learning for classroom teachers and support professionals focused on instructional routines and pacing, supporting student learning, and promoting student achievement.	95 Core Implementation Manager, RBG3 Strategist, Administration	Quarterly			

Position Responsible: RBG3 Strategist, Administration

Resources Needed: Title I, 1003(a) funds will provide:
Implementation Manager

Additional Resources:
95 Phonics Program (funded centrally)
Teaching and Learning Expectations for Tier I & Tier II Instruction
Student assessment and progress monitoring data
95 Phonics Look-For-Tool

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Build a committed staff and provide professional development, MTSS, 95 Phonics Core Program
Level 3: Promising: Analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 3 Details					Reviews	

Improvement Strategy 3: Student Success Improvement Strategy 1003(a): Provide job embedded coaching and professional learning for teachers.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
1	Engage with Houghton Mifflin Harcourt (HMH) Coachly both in-person and virtually to improve the use of the Tier I adopted curriculum.	HMH Coachly Coach, Teachers, Administration	Monthly			
2	Collaborate with the Savvas implementation manager to: Build a professional learning community around collective goals, practices, and teacher conversations. Provide shoulder-to-shoulder, in-class coaching, in virtual or blended formats. Support team consistency and effectiveness. Coach school leaders and educators regarding anchored learning cycles: Plan, Do, Study, Act.	enVisions Implementation Manager, Teachers, Administration	Monthly			

Position Responsible: Administration, Teachers

Resources Needed: Title I, 1003(a) funds will provide:
Coachly Licenses
HMH Consultant
SAVVAS Consultant

Additional Resources:
HMH Program (funded centrally)
Teaching and Learning Expectations for Tier I & Tier II Instruction
Student assessment and progress monitoring data
HMH Look-For Tool data
SAVVAS program (funded centrally)
Teaching and Learning Expectations for Tier II Instruction
Student assessment and progress monitoring data
enVisions Look-For Tool
Monitoring tool data

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Build a committed staff and provide professional development, MTSS
Level 2: Moderate: HMH
Level 3: Promising: Analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 4 Details				Reviews		
Improvement Strategy 4: Adult Learning Culture Strategy 1003(a): Provide professional learning, and individualized coaching, to strengthen the procedures, processes, and effectiveness of professional learning communities (PLC).				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
1	Partner with Solution Tree to provide professional development services to implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite workshops, and instructional modeling and observation, embedding best practices into the daily course of educating students.	Solution Tree Consultants, Teachers	July 2025	No review	No review	

Position Responsible: Title 1, 1003(a)

Resources Needed: Title I, 1003(a) funds will provide:
Solution Tree Consultant

Additional Resources:
PLC Observation Tool
Student assessment and progress monitoring data
Monitoring tool data

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 3: Promising: Analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers need to engage in PLC planning focused on alignment of learning intentions and success criteria, to the engage and response task. Teachers will incorporate high leverage engagement strategies. **Critical Root Cause**: A consistent structure for PLC including planning for instruction, and analyzing stuent outcome data was not present.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of students identified as chronically absent from 44% in 2024-2025 to 34% in 2025-2026.

Formative Measures: Infinite Campus Attendance Reports

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Develop a plan and structure for weekly attendance meetings to identify strategies to support students identified as chronically absent.					**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**		**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
					No review	No review	
1	The administration will develop a structure and agenda for weekly attendance meetings. They will do this in consultation with the Wraparound Team. This will include specific roles for individuals, protocols, and deadlines.		Administration, Counselor, Social Worker, Student Success Advocate	Weekly			

Position Responsible: administration, counselor, social worker, Student Success Advocate

Resources Needed: Professional Learning
Wrap-Around Team Members (counselor, social worker, Student Success Advocate)

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: PBIS
Level 4: Demonstrate Rationale: CHAMPS, wraparound services

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Inconsistent systems for monitoring attendance of students identified as chronically absent.   **Critical Root Cause**: Inconsistent systems for proactively identifying students at risk of chronic absenteeism. Lack of knowledge on effective attendance monitoring systems.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Data charts derived from each data set listed in the individual inquiry areas were gathered and presented to the the CIP team. Collaborative discussions were held to identify strengths, opportunities for growth, root causes, and possible solutions.

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

The Site Based Committee, which includes staff, parents, and community members met in the fall to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback was gathered throughout the year by conducting status check meetings in which additional feedback was collected related to plan progress and making potential revisions.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community

2.3: Available to parents and community in an understandable format and language

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

 Provide evidence-based Tier I and/or Tier II instruction to reduce the academic deficiencies and learning gaps for identified students based on data.

2.6: Address needs of all students, particularly at-risk

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and addressed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,331,848.28	Licensed Staff, Support Staff, General Supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$328,743.94	Licensed Staff, Support Staff, General Supplies	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$48,879.68	Licensed Staff	Student Success
General Carry Forward	$1,406,896.00	Licensed Staff, Prime 6 Extra 19 Minutes Instruction, Allocation Carry Forward Reserves	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$330,824.82	Allocation Carry Forward Reserves	Student Success, Connectedness
EL Weighted Carry Forward	$45,948.60	Prime 6 extra 19 minutes instruction, Allocation Carry Forward Reserves	Student Success, Connectedness
Title I	$162,876.00	Licensed Staff, Support Staff, General Supplies	Student Success, Adult Learning Culture, Connectedness
1003(A) District Award (FY25)	$1,642,813.55	District contract with the 95 Percent Group LLC, ThinkCERCA, SAVVAS, HMH, Communities in Schools to provide professional services to designated schools. Funding also provides substitutes, prep buy-out, licensed and support staff extra duty pay, out of district travel, and training supplies.	Student Success, Adult Learning Culture

School Continuous Improvement Team

Team Role	Name	Position
Member	Katie Gaston	Parent
Member	Justina Lathan	Student Success Advocate
Member	Arianna Hicks	Teacher
Member	Sara Mejia	Teacher
Member	Lisa Nobles	Read By Grade 3 Strategist
Member	Sherence Sathekge	Assistant Principal
Member	Angela Mathis	Assistant Principal
CI Team Lead	Jerrell Hall	Principal