

Clark County School District

Kesterson, Lorna J. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

Title I



District Approval Date: August 6, 2026

Mission Statement

Our mission is to ensure that all students receive a rigorous, high-quality education in a safe and respectful environment that celebrates diversity and fosters creativity.

Vision

In order to achieve our mission, we envision a school in which staff:

- Make every decision based on what is best for children.
- Work together in Professional Learning Communities.
- Monitor each student's progress on a frequent basis, and make instructional decisions based on progress monitoring data.
- Commit to continuous improvement.
- Demonstrate a personal commitment to the academic success and general well-being of each student.

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/lorna_j._kesterson_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

All teachers consistently utilized the CCSD approved Tier 1 and 2 instructional materials.

26.3% of our EL students achieved a level 4 (expanding) or above on the 2025-2026 WIDA assessment.

According to Spring 2026 MAP data, 50% of our students K-5 were above the 60th percentile in math, and 29% of our students K-5 were above the 60th percentile in reading.

Student Success Areas for Growth

Reading scores as measured by Spring 2026 MAP showed that only 36% of our 4th grade students performed above the 60th percentile. Math scores as measured by Spring 2026 showed that only 47% of Kindergarten students, 46% of 3rd graders and 41% of 4th graders performed above the 60th percentile.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	LEP achievement gap Math is 26% and Reading is 32% for Spring 2026 outcomes, based on MAP assessment. Teachers have either not had training on specific ALCA strategies or are not implementing the strategies.	AB335 Teachers will implement ALCA strategies in the classroom to increase student discourse. Title III funding will be used to provide professional development on ALCA strategies for teachers.
Free and Reduced Lunch	Families are not able to pay for extra help outside of school.	Licensed and support staff will provide opportunities for before-school tutoring.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Families are not able to pay for extra help outside of school.	Licensed and support staff will provide opportunities for before-school tutoring.
Students with IEPs	Students with IEPs are not always in their general education class for Tier I instruction.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations. Special Education teachers will participate in grade level PLC meetings to analyze data, determine student needs, and plan effective instruction and support.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 45.8% of our students are projected to be proficient on SBAC at the end of the 2025-2026 school year.

Critical Root Cause: There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (13.5% during the 2025-2026 school year) prevents students from mastering the skills they need.

Problem Statement 2 (Prioritized): As evidenced by WIDA, ELs are performing below other identified student groups at Kesterson Elementary. Additionally, according to Spring 2026 MAP results, only 28% of our EL students are performing above the 60th percentile in math and only 21% of EL students are performing above the 60th percentile in reading.

Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of 3rd through 5th grade students scoring proficient in ELA from 49.4% (Spring of 2026) to 54% by Spring 2026 as measured by SBAC

Increase proficiency growth in Math from 50% (Spring 2026-MAP Assessment) at the 61st percentile to 60% (Spring 2027), based on i-Ready Assessment.

Increase proficiency growth in Math from 50% (Spring 2026-MAP Assessment) at the 61st percentile to 60% (Spring 2027), based on i-Ready Assessment.

Formative Measures: iReady assessment, MAP, Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details						Reviews		
Improvement Strategy 1: Teachers will work during PLC's to unwrap standards, analyze student data, and use that data to drive future instruction utilizing the CCSD Teaching and Learning Cycle guidance documents.						Status Check		EOY Reflection
						Oct	Feb	June
						No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete				
1	Teachers will participate in weekly PLC to unwrap standards, align assessments, plan instructional strategies, and analyze formative data.	Teachers, Administrators, Strategists	Weekly throughout 26-27 school year					
2	Teachers will participate in professional learning on high-cognitive demand tasks and standards alignment.	Teachers, Administrators, Strategists	August 2026 and October 2026					
3	Teachers will participate in professional learning on differentiation strategies and best practices.	Teachers, Strategists	August 2026					
4	Teachers will base their planning, assessment, and instruction on CCSD's Tier 1 instruction model and utilize common Tier 1 instructional materials	Teachers	Weekly August 2026-May 2027					
5	Teachers will Utilize CCSD Pacing Guides and Literacy Frameworks to plan instruction.	Teachers	Weekly August 2026-May 2027					
6	Administrators will monitor the implementation of CCSD's Tier 1 instruction model by attending PLC meetings, conducting classroom observations, and analyzing classroom data.	Administrators	Weekly August 2026-May 2027					
Position Responsible: Principal/Assistant Principal Resources Needed: HMH Into Reading ELA curriculum 95 Phonics Core Program for Tier 1 Foundational Skills and Tier 2 intensive instruction. PLC/data analysis forms/guidelines CCSD Pacing Guides Teacher Clarity Guides CCSD Literacy Frameworks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: MAP Growth Assessments, Progress Monitoring, HMH Into Reading Level 3: Promising: Analyze data in PLCs Problem Statements/Critical Root Cause: Student Success 1								

Inquiry Area 1: Student Success

SMART Goal 2: AB 335

Decrease the LEP achievement gap in Math 26% (Spring 2026) and Reading 32% (Spring 2026) to 16% in Math and 22% in Reading by Spring 2027, based on Focus Ed Data.

Increase the percentage of EL students proficient in ELA from 5% in 2025-2026 to 20% by 2026-2027, as measured by the ELA SBAC assessment.

Increase the percentage of EL students proficient in math from 25% in 2025-2026 to 40% by 2026-2027, as measured by the math SBAC assessment.

Increase the percentage of EL students scoring a level 4 or above on the WIDA assessment from 26.3% in 2025-2026 to 31% by 2026-2027.

Formative Measures: Summit K12
iReady assessment
Grades and/or classroom assessments

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	Completed by May of 2027				
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Two times during the 2026-2027 school year, October and January				
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator	Ongoing during the 2026-2027 school year.				
Position Responsible: Principal, Assistant Principal Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Summit K12 Problem Statements/Critical Root Cause: Student Success 2							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Implement Focused Language Study (FLS) and Summit K12 Tier II support for newcomers.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
2	Implement Essentials for Language Development (ELD) and Summit K12 Tier II support for STELs.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
3	Implement Academic Content Language Expansion (ACLE) and Summit K12 Tier II for LTELs.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
4	Monitor implementation of English learner support in Tier II by participating in instructional rounds utilizing the Tier II monitoring tools for FLS, ELD, and ACLE.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
5	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, and teachers	Ongoing during the 2026-2027 school year.				
Position Responsible: Administration Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. ELD instructional materials, STEL Curriculum ACLE instructional materials, English 3D Summit K12 FLS, ELD, and ACLE Look For Tools Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics, Amplify Science Level 2: Moderate: HMH K-5 Problem Statements/Critical Root Cause: Student Success 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

All teachers are committed to continuous professional growth through collaboration to improve the utilization of CCSD provided common Tier 1 and Tier 2 instructional materials through the Teaching and Learning Cycle. Teachers meet weekly with PLCs, as well as participate in school and district professional learning opportunities.

Adult Learning Culture Areas for Growth

While grade level teams along with Strategists and Administration meet weekly in PLC’s, these PLC’s lack structure and accountability. PLCs have not resulted in increased student achievement.

According to 2025-2026 classroom walkthrough data, evidence of differentiation during Tier I instructional time is inconsistent. Not all teachers are meeting consistently with small groups during reading and math instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers do not specifically plan scaffolds to help English Learners access the Tier I curriculum.	AB335 During PLC meetings, teachers will work together to plan language expectations for all lessons.
Foster/Homeless	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Student Group	Challenge	Solution
Free and Reduced Lunch	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.
Racial/Ethnic Minorities	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.
Students with IEPs	Teachers do not specifically plan scaffolds to help all students access the Tier I curriculum.	During PLC meetings, teachers will work together to plan for needed scaffolding and differentiation. They will also plan for the inclusion of strategies intended to ensure the engagement of all student groups in all lessons.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Critical Root Cause: Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

Problem Statement 2 (Prioritized): Teachers are not consistently differentiating instruction to ensure that all students can be successful.

Critical Root Cause: Our schoolwide professional development has not provided teachers with practical strategies for how to differentiate, or for managing small group structures.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of grade levels consistently using common formative assessment data to inform instruction from 0% to 100% by the end of the 2026-2027 school year.

Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from

28% at the end of the 2025-2026 school year to 75% at the end of the 2026-2027 school year, as measured by the Tier I monitoring tool.

Formative Measures: PLC Observation Tool, PLC form, PLC planning tools, Tier I observation tool, PLC+ book, PLC+ Playbook, Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement and refine PLCs by blending administrative coaching, teacher-leader training, onsite professional learning, and instructional modeling and observation, embedding best practices.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Provide professional learning for K-5 teachers on the PLC+ model, expectations, and the PLC form that will be utilized this school year.	Administration, strategists	August 5, 2026				
2	Use the Clarity Guide to plan for instruction during PLCs	Grade level chair, teachers, strategists	Weekly - August 2026 to May 2027				
3	At least one member of the school leadership team will attend/moderate each meeting.	Administrators	Weekly - August 2026 to May 2027				
4	Conduct instructional rounds of 5 classrooms as scheduled using an observation tool based on each grade level's Common Challenge. This data will be integrated into PLC conversation and drive professional learning needs.	Administrators	Weekly - August 2026 to May 2027				
Position Responsible: Principal Resources Needed: Math/ELA Tier 1 instructional materials. PLC forms PLC Plan template CCSD ELA / Math Frameworks CCSD ELA / Math Pacing guides CCSD Teacher Clarity Documents 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 Level 3: Promising: Analyze data and respond in PLCs Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

School staff's ability to foster strong relationships between students, staff, and the community leveraged to improve student attendance through the use of positive incentives such as the Rise and Shine Club, monthly attendance incentives, family outreach, as well as Tier 2 and 3 Interventions. 13.5% of Kesterson students were considered chronically absent in 2025-2026, which was a decrease of 1% from the previous year.

Connectedness Areas for Growth

Reduction in overall chronic absenteeism by creating a schoolwide attendance plan aligned with MTSS interventions and student incentives.

According to the Spring 2026 Panorama survey, only 47% of our students in grades 3-5 responded positively when questioned about growth mindset.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Families face barriers outside of the school which prevent them from consistently sending students to school.	AB335 All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.
Foster/Homeless	Families face barriers outside of the school which prevent them from consistently sending students to school.	The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Student Group	Challenge	Solution
Free and Reduced Lunch	Families face barriers outside of the school which prevent them from consistently sending students to school.	The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.
Racial/Ethnic Minorities	Families face barriers outside of the school which prevent them from consistently sending students to school.	All attendance communication will be provided in families' home languages. The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.
Students with IEPs	Families face barriers outside of the school which prevent them from consistently sending students to school.	The school counselor will implement wrap-around services to increase student attendance. The Title I HOPE Advocate will coordinate ongoing services and support and monitor students' attendance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1: 13.5% of students in Kindergarten thru 5th grade students were chronically absent during the 2025-2026 school year.

Critical Root Cause: The school did not implement Tier 2 and 3 interventions early enough in the school year following the Kesterson comprehensive attendance plan. We did not utilize enough positive incentives to encourage student attendance. Families did not understand the importance of consistent school attendance at the elementary level.

Problem Statement 2 (Prioritized): Only 47% of our students in grades 3-5 responded positively to questions about growth mindset on the Spring 2026 Panorama survey.

Critical Root Cause: Students have not been explicitly taught strategies to help them build a growth mindset.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2026-2027 school year, the percentage of kindergarten through 5th-grade students who are not chronically absent will increase from 86.5% (NSPF/MDP) (2024-2025) to 90.5%, as measured by students' attendance rates.

Formative Measures: FocusEd Chronic Absenteeism Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																						
Improvement Strategy 1: The school will develop and follow a comprehensive attendance plan, which will include incentives, communication with parents and guardians and Tier 2 and 3 Interventions when applicable. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>School wide attendance plans will be shared with families at the beginning of the school year and followed by all staff members.</td><td>Administrators, Counselor, Strategists</td><td>Week of August 10, 2026</td><td></td></tr><tr><td>2</td><td>Administration will communicate weekly with families about the importance of attendance.</td><td>Administrators</td><td>Weekly August 2026-May 2027</td><td></td></tr><tr><td>3</td><td>Attendance team will meet with parents of chronically absent students to plan for improved attendance on an individual basis.</td><td>Administrators, Counselor, Strategists</td><td>Weekly August 2026-May 2027</td><td></td></tr></table> Position Responsible: Principal Resources Needed: School wide attendance Plan Attendance Works communication materials Positive Attendance Incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Creating a Positive School Climate and Culture Problem Statements/Critical Root Cause: Connectedness 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	School wide attendance plans will be shared with families at the beginning of the school year and followed by all staff members.	Administrators, Counselor, Strategists	Week of August 10, 2026		2	Administration will communicate weekly with families about the importance of attendance.	Administrators	Weekly August 2026-May 2027		3	Attendance team will meet with parents of chronically absent students to plan for improved attendance on an individual basis.	Administrators, Counselor, Strategists	Weekly August 2026-May 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete																		
					1	School wide attendance plans will be shared with families at the beginning of the school year and followed by all staff members.	Administrators, Counselor, Strategists	Week of August 10, 2026																			
					2	Administration will communicate weekly with families about the importance of attendance.	Administrators	Weekly August 2026-May 2027																			
3	Attendance team will meet with parents of chronically absent students to plan for improved attendance on an individual basis.	Administrators, Counselor, Strategists	Weekly August 2026-May 2027																								
Oct	Feb	June																									
No review	No review																										

Inquiry Area 3: Connectedness

SMART Goal 2: Increase the percentage of students in grades 3-5 who respond positively to questions about growth mindset on the Panorama survey from 47% at the end of the 2025-2026 school year to 60% at the end of the 2026-2027 school year.

Formative Measures: Panorama Survey

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																	
Improvement Strategy 1: Provide explicit instruction to students about growth mindset. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Provide professional development (book study) for teachers on strategies to increase student growth mindset</td><td>Counselor</td><td>August - November 2026</td><td></td></tr><tr><td>2</td><td>Incorporate growth mindset language into morning announcements</td><td>Principal</td><td>Weekly - August 2026 to May 2027</td><td></td></tr></table> Position Responsible: Counselor Resources Needed: Growth Mindset by Carol Dweck (book), Harmony SEL Materials Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Harmony materials Problem Statements/Critical Root Cause: Connectedness 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Provide professional development (book study) for teachers on strategies to increase student growth mindset	Counselor	August - November 2026		2	Incorporate growth mindset language into morning announcements	Principal	Weekly - August 2026 to May 2027		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete													
					1	Provide professional development (book study) for teachers on strategies to increase student growth mindset	Counselor	August - November 2026														
					2	Incorporate growth mindset language into morning announcements	Principal	Weekly - August 2026 to May 2027														
Oct	Feb	June																				
No review	No review																					

Priority Problem Statements

Problem Statement 1: There has been a decline in English Language Arts (ELA) proficiency as measured by SBAC and MAP over the two prior school years and only 45.8% of our students are projected to be proficient on SBAC at the end of the 2025-2026 school year.

Critical Root Cause 1: There is a lack of teacher understanding of high cognitive demand tasks aligned to standards that authentically engage all learners. Additionally, a high rate of chronic absenteeism (13.5% during the 2025-2026 school year) prevents students from mastering the skills they need.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Grade level PLC meetings currently lack structure and vary from grade level to grade level.

Critical Root Cause 2: Teachers are giving formative assessments and collecting formative assessment data on a regular basis. However, they are not consistently using this data to plan instruction to meet the needs of all students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: As evidenced by WIDA, ELs are performing below other identified student groups at Kesterson Elementary. Additionally, according to Spring 2026 MAP results, only 28% of our EL students are performing above the 60th percentile in math and only 21% of EL students are performing above the 60th percentile in reading.

Critical Root Cause 3: The low performance of ELs in language proficiency and content achievement is due to students lacking skills, specifically the ability to read, write and speak using academic language in English.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Only 47% of our students in grades 3-5 responded positively to questions about growth mindset on the Spring 2026 Panorama survey.

Critical Root Cause 4: Students have not been explicitly taught strategies to help them build a growth mindset.

Problem Statement 4 Areas: Connectedness

Problem Statement 5: Teachers are not consistently differentiating instruction to ensure that all students can be successful.

Critical Root Cause 5: Our schoolwide professional development has not provided teachers with practical strategies for how to differentiate, or for managing small group structures.

Problem Statement 5 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Student Success

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

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Equity data
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Student Climate Survey
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Teacher leadership team works through needs assessment at leadership retreat in Spring of each year. Then the team presents at SOT meeting for discussion/revision with parents/stakeholders.

Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

Teacher leadership team works through needs assessment at leadership retreat in Spring of each year. Then the team presents at SOT meeting for discussion/revision with parents/stakeholders.

Please see the Continuous Improvement Team table included in this plan.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, SIP 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.

2.6: 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, SIP teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

Multiple parent involvement meetings are held throughout the year. These meetings are held on various days, and at different times (before school, during school day, after school, evening).

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

N/A

Plan Notes

Funding Source		Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3886903.65	Staffing, instructional supplies	1,2,3
At-Risk Weighted Allocation	\$223636.00	Staffing	1,2,3
EL Weighted Allocation	\$151917.61	Staffing	1,2,3
General Carry Forward	\$157476.79	Staffing	1,2,3
At-Risk Weighted Carry Forward	\$3080.78	Staffing	1,2,3
EL Weighted Carry Forward	\$10.00	Staffing	1,2,3
Title IA	\$144326.00	Staffing, Instructional supplies	1,2,3

School Continuous Improvement (CI) Team

Team Role	Name	Position
Parent	Christopher Ross	SOT Member
Support Professional	Kenton Lee	SBT
Teacher	Lori McWilliams	5th Grade
Teacher	Rachel Spindel	3rd Grade
Teacher	Maritza Del Rio	2nd Grade
Teacher	Mikki Maranan	1st Grade
Teacher	Lisa Casey	Kindergarten
Teacher	Amy Zeiders	Learning Strategist
Teacher	Julie Salas	4th Grade
Teacher	Amy Ybarra	RBG3 Strategist
CI Team Lead	Joseph Kielminski	Assistant Principal
Administrator	Kelly Wright	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2026	Act 3/ Act 1 Plan