

Clark County School District

Wright, William V. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



Mission Statement

The students, staff, and parents of William Wright Elementary School are dedicated to creating life-long learners who excel academically and demonstrate positive character traits. By working together, we will empower students to develop and use higher level thinking skills in order to adapt and grow with a changing world.

Vision

The vision of William V Wright Elementary School is to focus on individual needs to achieve standards; preparing students to be college and career ready. We will use professional collaboration to keep students engaged in learning in a safe and respectful environment. By consistent modeling of positive character traits, students will demonstrate the ability to collaborate, negotiate, and problem solve to successfully interact in the real world. Through integration of current technology and maintaining a high level of academic rigor, we will guide students to reach their full potential.

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/william_v._wright_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

In reading, 47.5% of students in Kinder-5th grade met their growth projection on the Spring 2025 ELA MAP Assessment.

In math, 63% of students in Kinder - 5th grade met their growth projection on the Spring 2025 Math MAP Assessment.

Based on the MAP Achievement Bands data, students in the 0-10th and 70th-90th percentile bands showed the most growth in reading and all students in the 10th - 90th percentile bands in math.

Student Success Areas for Growth

Based on the 2025 MAP Projected Proficiency, 44% of students in 3rd-5th grade are projected to meet the CRT proficiency target in reading and 48.5% are projected to meet the target in math.

The following are the percent of students performing at or above the 60th percentile on the ELA portion of the Spring 2025 MAP Assessment: K- 37%, 1st- 39%, 2nd- 29%, 3rd-65%, 4th- 34%, 5th- 36%.

Based on the MAP Achievement Bands, students in the 40th - 60th percentile are not showing the same levels of growth as the 10th-30th and 70th-90th percentile bands in reading and our student in the 0-10th percentile band are not showing growth in math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The challenge English Learners face is that they are navigating learning a new language as well as being able to master skills and standards in that new language. Due to language barriers and the lack of discourse opportunities, EL's struggle with limited literacy skills and the lack of opportunities to practice and improve their language skills.	The learning strategist will provide targeted scaffolds and support personalized for second language learners based on the ELD Frameworks. A schoolwide focus on student discourse both verbal and written will be targeted in reading and math Tier 1 instruction.
Foster/Homeless	Foster/Homeless students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage in academics.	As part of our Multidisciplinary Team monitoring, the School Counselor and School Wellness team will provide regular opportunities for student check-ins and to identify needed assistance for school success.
Free and Reduced Lunch	Free and Reduced Lunch students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage in academics.	Teachers will provide after-school tutoring opportunities to provide additional instruction addressing learning gaps. Two Learning Strategists will tutor daily throughout the school day to assist students with their learning gaps and reading skills deficits. After school meals will be provided for students who are in need as well as students who are staying for after school activities.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that attendance is a challenge within our African/American and Hawaiian/Pacific Islander ethnic groups. When students are experiencing a high absence rate, it creates gaps in their learning and causes students to struggle to engage fully when they are so far behind because of missing school.	Provide educational equity through the implementation of culturally responsive practices and materials that value the contributions of all groups of people and that consider the experiences and needs of all groups of students. Provide translation of communications to parents where needed. Provide attendance incentives and supports to engage these families in the importance of coming to school.
Students with IEPs	Students with IEPs may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Ensure ongoing collaboration occurs between general education faculty and special education faculty to effectively implement IEPs and to connect classroom Tier I instruction with the appropriate scaffolds and supports needed by individuals. Special education teachers will participate in grade-level PLCs to plan effective instruction of the standards.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our 2024-2025 Spring MAP ELA Projected Proficiency results show 44% of students in 3rd-5th grade are meeting the target. Based on the MAP Achievement Band data in reading, students in the 0-10th percentile and students in the 70th-80th percentile are showing growth. However, student in the middle percentile bands are not showing the same levels of growth. Our 2024-2025 Spring MAP Math Projected Proficiency results show 48% of students in 3rd-5th grade are meeting the target. Based on the MAP Achievement Band data in math, students in the 0-10th percentile band showed the lowest amount of growth.

Critical Root Cause: The level of rigor in our Tier 1 instruction is contributing to the learning gaps in our middle percentiles. Teachers are providing too many scaffolds for students that causing gaps to occur in their learning. Teachers are doing the majority of the "heavy lifting" when it comes to the tasks the students are expected to complete. This creates a decrease in the level of engagement from the students. Students are not participating in discourse throughout the lesson whether it is verbal or written discourse, teachers do most of the talking.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students in K-5th meeting their growth target on the ELA Spring MAP from 47.5% to 53.0% percent proficient by the end of the 25-26 school year. Increase the percentage of students in K-5th meeting their growth target on the Math Spring MAP from 63% to 68% by the end of the 25-26 school year. Increase the projected proficiency for students in 3rd-5th grade in ELA from 44% to 50% and in Math from 48% to 52% as measured on the 2026 Spring MAP Benchmark.

Formative Measures: MAP Benchmark Assessments
Tier I Curriculum Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will conduct purposeful planning for instruction using the adopted Tier I curriculum through the PLC process and the Teaching and Learning Cycle by collaboratively utilizing Tier 1 Instructional materials, pacing guides, and Teacher Clarity Guides, and our planning documents to support student learning.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide various Professional Development opportunities on Professional Learning Communities (PLC+) and the Teaching and Learning Cycle to facilitate teachers' increased understanding and skills on Tier 1 small group/differentiated instruction experiences.	Principal Assistant Principal Strategists Lead Teachers	August 6th-8th, 2025 Weekly August 2025-May 2026			
2	Teachers will increase the level of productive struggle in reading by using a variety of strategies to involve students in reading (example: partner reading, popcorn reading)	Teachers Principal Assistant Principal Strategists	Daily during Tier 1 Instruction August 2025-May 2026			
3	Teachers will increase the level of discourse during Tier 1 instruction based on feedback from discourse rubrics used during observations and walkthroughs.	Teachers Principal Assistant Principal Strategists	Daily during Tier 1 Instruction August 2025-May 2026			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
4	Provide various Professional Development opportunities on Professional Learning Communities (PLC+) and the Teaching and Learning Cycle to facilitate teachers' understanding of the importance of collaborative planning for purposeful instruction using learning progressions, learning intentions, and success criteria to reinforce student learning and increased achievement.	Principal Assistant Principal Strategists Lead Teachers	August 6th-8th, 2025 Weekly August 2025-May 2026
5	Provide professional learning opportunities and support to teachers, including coaching, modeling, lesson reflection, and peer observation on productive Tier 1 instructional practices using the Tier 1 Monitoring Tool and Look for Document.	Principal Assistant Principal Strategists Lead Teachers	August 6th-8th, 2025 Weekly August 2025-May 2026
6	Conduct frequent classroom walk-throughs utilizing the CCSD Tier 1 Monitoring Tool and Look for Tools to monitor student engagement with Tier 1 instructional materials.	Principal Assistant Principal	Ongoing August 2025-May 2026

Position Responsible: Administration

Resources Needed: Professional development resources: PLC+ and Teaching and Learning books and instructional planning resource materials

Professional development time: funds for extra pay

Professional development time: contract time (before instructional time, available prep time)

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 2: Moderate: PLCs, build a committed staff and provide professional development

Level 3: Promising: analyze data in PLCs

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers have increased their competencies in the PLC+ (Professional Learning Community) process to include alignment to the CCSD Pacing Guides as well as using the Clarity Guides and Planning Document to unwrap the standards, align common assessments, as well as increase their understanding of the learning intentions and success criteria.

Adult Learning Culture Areas for Growth

Teachers continue to struggle with the purposeful planning and implementation of standards- aligned instruction, tasks, and assessments to include rigorous, higher DOK level tasks. Teachers tend to provide too many scaffolds that do not allow students to productively struggle with the tasks. Teachers are not providing enough opportunities for discourse, whether verbal or written, amongst the students so that they are able to articulate their level of understanding in order to help shape and support their learning as well as the learning of others.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to language barriers and the lack of discourse opportunities, EL's struggle with limited literacy skills and the lack of opportunities to practice and improve their language skills. This creates a 7% gap in proficiency between our LEP students and non-LEP students in reading.	Weighted funding will be used to provide site-specific professional learning on purposefully planning for discourse, verbal and written, to engage students in language skills whether through their own speaking or listening to peers engage in language. Weighted funding will be used to employ teachers to use facilitate language-focused after school tutoring sessions.
Foster/Homeless	Foster/Homeless students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage in academics as well as being chronically absent.	The school counselor, who also serves as our Title 1 Hope advocate) and wellness team will implement wrap-around services to increase student attendance and coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.

Student Group	Challenge	Solution
Free and Reduced Lunch	Free and Reduced Lunch students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage in academics as well as being chronically absent. They may feel embarrassed or or reluctant to fully participate, which has a negative impact on their social and emotional needs.	<p>The School Counselor and Wellness Team implement wrap-around services to increase student attendance and provide on-going services and support for students' attendance, academic, and social/emotional needs.</p> <p>The school counselor will provide specific Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.</p>
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that attendance is a challenge within our African/American and Hawaiian/Pacific Islander ethnic groups. When students are experiencing a high absence rate, it creates gaps in their learning and causes students to struggle to engage fully when they are so far behind because of missing school.	<p>Multicultural resources are incorporated into Tier I instruction to provide educational equity through the implementation of culturally responsive practices and materials that value the contributions of all groups of people and that consider the experiences and needs of all groups of students. Provide translation of communications to parents where needed.</p> <p>The school counselor and wellness team will create attendance incentives and supports to engage these families in the importance of coming to school.</p>

Student Group	Challenge	Solution
Students with IEPs	There is a 30% achievement gap between the students with IEPs and students without IEPs in math, and 35% in reading. Students receiving special education services have academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. Special education teachers will also work collaboratively with the regular education teacher to ensure students are receiving the necessary scaffolds and supports with grade-level content.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Professional Learning Communities have become a regular part of our school culture. Planning is taking place and purposeful dialogue is occurring around the Pacing Guides and Clarity Documents. There is still come clarity that needs to occur regarding the progression of the lesson, coherence of the standard, and the rigor of the standards. Teachers are providing too many scaffolds for students due to their lack of knowledge of the curriculum and are not providing opportunities for discourse whether verbal or written to occur amongst students.

Critical Root Cause: -There are varying degrees of instructional competency among the faculty in providing standards-based rigorous and engaging instruction as well as differentiated support to diverse learners. -Teachers have become consistent with the pacing guides and clarity guides, however their lack of understanding with regards to the curriculum components causes them to scaffold and provide support too often to the students. The teachers are interacting with the task more often than the students. There is no purposeful planning for discourse within the lesson.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the school year, 90% of observed instruction and learning tasks will be aligned to the Teacher Clarity Guide and Grading Practices as measured by classroom observations. Student discourse during Tier 1 instruction will increase from an average of 1 to an average of 3 measured by Discourse Rubrics used during classroom walkthroughs and observations.

Formative Measures: Tier 1 Monitoring Tool
Discourse Rubrics
Classroom Observations
Planning Document

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will collaboratively plan for Tier 1 instruction using the Teacher Clarity Guides and use Grading Practices to support practices in analyzing student work and evaluate the next steps for Tier 1 and Tier 2 small group differentiation. Teachers will purposefully plan for opportunities for discourse amongst students during Tier 1 instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Utilize a new guiding document based on the PLC+ model and Teaching and Learning cycle for common planning process.	Principal Assistant Principal Strategists Lead Teachers Teachers	Weekly August 2025-May 2026			
2	Increase student problem solving and critical thinking through understanding and using discourse strategies to increase the level of verbal or written discourse based on developed discourse rubrics used during observations and walkthroughs.	Principal Assistant Principal Strategists Teachers	Ongoing daily August 2025-May 2026			
3	Implement a focus on developing and understanding the importance of the learning progression, learning targets, and success criteria for each lesson.	Principal Assistant Principal Strategists Lead Teachers Teachers	Ongoing daily August 2025-May 2026			
4	Implement a focus on standards-based alignment of the instruction, task, and assessment for each lesson. Implement rigorous, higher DOK level tasks aligned to the instructional standards.	Principal Assistant Principal Strategists Lead Teachers Teachers	Ongoing daily August 2025-May 2026			
5	Implement a problem-solving and critical thinking focus for students during the PLC process/planning time.	Strategists Lead Teachers Teachers	Weekly August 2025-May 2026			
6	During unit and daily planning, implement the inclusion of explicit connections between previous learning and new learning and provide opportunities for students to share spontaneous connections made during the lesson.	Strategists Lead Teachers Teachers	Weekly August 2025-May 2026			
7	Analyze student assessments during PLC meetings to determine needed interventions for increased achievement in proficiency.	Strategists Lead Teachers Teachers	Weekly August 2025-May 2026			
Position Responsible: Administration						
Resources Needed: Support and professional development on the Monitoring tools for observations focused on instruction, task,						

and assessment alignment using CCSD adopted curriculum. Professional development resources: training presentations, books and materials Professional development time: If after school, then funds for extra pay have been allocated Professional development time: if during contract time the available 30 minutes before the instructional day will be used. If during teacher prep time, prep buy-out funds have been allocated. Professional development on discourse strategies as well as our discourse rubrics. 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 Problem Statements/Critical Root Cause: Adult Learning Culture 1			
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Connectedness

Connectedness Areas of Strength

Based on Spring 2024 Panorama Survey results, 93% of students report that they feel that they have supportive relationships at school which is up 8% from last year.

Based on Spring 2024 Panorama Survey results, 73% of our students reported a Sense of Belonging compared to 67% from the previous year.

Connectedness Areas for Growth

Students will increase their transition from Fixed Mindset to Growth Mindset though Leader In Me and SEL lessons. .

Students will increase their ability to use strategies for calming down and dealing with stress.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The challenge English Learners face is that they are navigating learning a new language as well as being able to master social skills and standards in that new language. They may face barriers with learning how to connect and communicate with their peers.	Teachers will use Leader in Me SEL Curriculum to help build connections with students and assist them in regulating their emotions when faced with challenging tasks. Teachers will use ULD strategies to facilitate student engagement in the SEL curriculum.
Foster/Homeless	Foster/Homeless students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage in social interactions with their peers.	Teachers will work with the School Counselor and Wellness Team for support with addressing needs of the student so effective learning takes place. Teachers will use the Leader in Me Curriculum to help build connections with students and assist them in regulating their emotions when faced with challenging tasks.
Free and Reduced Lunch	Free and Reduced Lunch students face challenges related to their personal, basic needs like housing instability and food insecurity, which can affect their ability to fully engage appropriately with their peers in social interactions.	Work with the School Counselor and Wellness Team for support with addressing needs of the student so effective learning takes place. Ensure the safe classroom environment where relationship building may take place and all students may feel welcome and able to learn. Provide explicit instruction and opportunities with the Leader In Me Curriculum to practice solving problems using the problem-solving structure through the Gradual Release Model.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that attendance is a challenge within our African/American and Hawaiian/Pacific Islander ethnic groups. When students are experiencing a high absence rate, it creates gaps in their learning and causes students to struggle to engage fully when they are so far behind because of missing school.	Teachers will use the Leader in Me Curriculum to help build connections with students and assist them in regulating their emotions when faced with challenging tasks. Provide educational equity through the implementation of culturally responsive practices and materials that value the contributions of all groups of people and that consider the experiences and needs of all groups of students.
Students with IEPs	Students with IEPs may experience academic and social challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Teachers will practice educational equity by ensuring that all students participate in the Leader in Me Curriculum to help build connections and assist students in regulating their emotions when faced with challenging tasks. Ensure ongoing collaboration occurs between general education faculty and special education faculty to maintain educational equity in all areas of the school day.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students have academic learning gaps that have contributed to the need for learning new skills necessary to address challenging feelings and regulate their emotions when faced with challenging learning tasks.

Critical Root Cause: Students have not persevered in challenging situations. Not all students have learned the skills necessary to persist through challenging learning tasks. Not all students have chosen actions appropriate to the challenging task. Not all students have been able to utilize a growth mindset with academic tasks. Not all educators have been able to connect skills related to persistence and growth mindset.

Inquiry Area 3: Connectedness

SMART Goal 1: On the 2026 CCSD student climate survey 80% of students will note they have ways to calm down, which is an 8% increase from the 2025 survey.

Formative Measures: Student check-ins
Panorama Survey

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Students have access to regulation strategies and resources to promote pro-social behaviors in school and in the classroom. To improve students skills in addressing challenging feelings and emotion regulation, increase the number of explicit connections made by faculty with students through clear and consistent school-wide and classroom expectations, school-wide Wrangler of the Month character traits recognition, daily Wright Way (PBIS) reminders, and School Counselor class lessons, individual check-ins or group sessions.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement the Wright Way PBIS Tier 1 structure and schoolwide House System.	Principal Assistant Principal Teachers Counselor School MTSS Team	Ongoing August 2025-May 2026			
2	Monthly counselor lessons in all classes using the Leader In Me lessons on the 7 Habits.	Principal Assistant Principal Counselor	Monthly August 2025-May 2026			
3	Develop a guiding document aligning school-wide expectations regarding explicit connections, supportive relationship building, and growth mindset strategies.	Principal Assistant Principal Counselor	August 29, 2025			
4	Provide professional development for faculty related to the impact of relationships with students on their ability to persist and overcome challenging tasks.	Principal Assistant Principal Counselor	September 15, 2025			
5	Provide professional development related to making explicit connections between social-emotional learning and academics based on the Leader In Me 7 Habits.	Assistant Principal Counselor	September 15, 2025			
6	Provide school-wide opportunities for enhancing faculty and student connections through our Wright Way, House System, and Leader In Me 7 Habits.	Principal Assistant Principal Counselor	Ongoing August 2025-May 2026			
Position Responsible: Administration Resources Needed: Guiding document for Professional development on the importance of building connections Professional development time. SEL Curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Rethink Ed SEL Level 3: Promising: creating a positive school climate and culture Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: Professional Learning Communities have become a regular part of our school culture. Planning is taking place and purposeful dialogue is occurring around the Pacing Guides and Clarity Documents. There is still come clarity that needs to occur regarding the progression of the lesson, coherence of the standard, and the rigor of the standards. Teachers are providing too many scaffolds for students due to their lack of knowledge of the curriculum and are not providing opportunities for discourse whether verbal or written to occur amongst students.

Critical Root Cause 1: -There are varying degrees of instructional competency among the faculty in providing standards-based rigorous and engaging instruction as well as differentiated support to diverse learners. -Teachers have become consistent with the pacing guides and clarity guides, however their lack of understanding with regards to the curriculum components causes them to scaffold and provide support too often to the students. The teachers are interacting with the task more often than the students. There is no purposeful planning for discourse within the lesson.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Students have academic learning gaps that have contributed to the need for learning new skills necessary to address challenging feelings and regulate their emotions when faced with challenging learning tasks.

Critical Root Cause 2: Students have not persevered in challenging situations. Not all students have learned the skills necessary to persist through challenging learning tasks. Not all students have chosen actions appropriate to the challenging task Not all students have been able to utilize a growth mindset with academic tasks. Not all educators have been able to connect skills related to persistence and growth mindset

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Our 2024-2025 Spring MAP ELA Projected Proficiency results show 44% of students in 3rd-5th grade are meeting the target. Based on the MAP Achievement Band data in reading, students in the 0-10th percentile and students in the 70th-80th percentile are showing growth. However, student in the middle percentile bands are not showing the same levels of growth. Our 2024-2025 Spring MAP Math Projected Proficiency results show 48% of students in 3rd-5th grade are meeting the target. Based on the MAP Achievement Band data in math, students in the 0-10th percentile band showed the lowest amount of growth.

Critical Root Cause 3: The level of rigor in our Tier 1 instruction is contributing to the learning gaps in our middle percentiles. Teachers are providing too many scaffolds for students that causing gaps to occur in their learning. Teachers are doing the majority of the "heavy lifting" when it comes to the tasks the students are expected to complete. This creates a decrease in the level of engagement from the students. Students are not participating in discourse throughout the lesson whether it is verbal or written discourse, teachers do most of the talking.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- Other
 - school multidisciplinary team data, school behavior data, long range planning, unit planning, PLC process

Adult Learning Culture

- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data
- Other
 - NEPF, NVAC, instruction and curriculum review

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Perception/survey data
- Other
 - teacher attendance, review of family communications

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

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

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

Our Title I funds are being used to provide a Title I Family Engagement Liaison so that are students have the necessary wrap-around services needed to meet their social/emotional/economic needs. Funding for a learning strategist to support our EL students through small-group pull-out literacy instruction.

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.

4.2: Offer flexible number of parent involvement meetings

Monthly Coffee with the Counselor

Monthly Family Nights

Monthly SOT meetings

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,265,922.81	Licensed and Support Staff Extra-duty pay for tutoring and prep- buy outs Technology General Supplies	Student Success Adult Learning Connectedness
At-Risk Weighted Allocation	\$213, 683.56	Licensed positions for class size reduction	Student Success
EL Weighted Allocation	\$126, 992.61	Licensed positions for class size reduction	Student Success
General Carry Forward	\$483, 150.18	Licensed positions Extra-duty pay for tutoring and prep=buy outs	Student Success Adult Learning
At-Risk Weighted Carry Forward	\$13, 316.50	Supplies and Other Services (Wrap-Around Support)	Student Success Connectedness
EL Weighted Carry Forward	\$57,363.63	Supplies and Other Services (Wrap-Around Support)	Student Success Connectedness
Title IA	\$82168.78	Title I Family/Community Liaison	Student Success Connectedness