

Clark County School District

Ferron, William E. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

Title I



District Approval Date: August 5, 2026

Mission Statement

The mission at William E. Ferron Elementary School is to establish meaningful relationships with each student and to discover his/her true potential so that every student is successful in future academic and social endeavors.

Vision

Students

The students are accepting of each other and their differences and in turn serve as positive role models. Every student is expected to exhibit excellent conduct, character, and academic abilities.

Staff

The staff is committed to supporting and empowering each other in the areas of planning and instruction. We celebrate the diversity of our individual skills and abilities and honor what each brings to the table.

Curriculum/Instruction

William E. Ferron Elementary provides students with a focused curriculum based on balance and diversity. Instruction is cooperative and interactive with original and creative student selected projects that enable all students to be successful.

School Climate

William E. Ferron Elementary promotes a community that is safe, orderly, inviting, and supportive which is conducive to the learning and teaching process. We aim to accomplish this while maintaining a sense of fun.

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_e_ferron_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

From MAP ELA - Students at or above the 61st achievement percentile increased from 35 percent to 42 percent from Spring of 2024-2025 to Spring of 2025-2026 school year. Additionally, students achieving at or below the 40th percentile decreased from 41 percent to 36 percent.

From WIDA - From Spring of 2025 to Spring of 2026 data, 14.7% of EL students exited. 80% of students made at least positive growth on the assessment.

Student Success Areas for Growth

Staff will continue to monitor student progress through common curriculum tracking data and implement targeted interventions as needed. Emphasis will be placed on delivering high-quality Tier 1 instruction, strengthening vertical alignment across grade levels, expanding opportunities for independent reading, and providing targeted, research-based small group instruction.

Staff will implement FLS and Summit K12 Tier II supports. Administration will monitor the implementation of these Tier II supports.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	There is an 23% achievement gap between the non-EL students and ELs in reading.	Title III funding will be leveraged to provide curricular materials (Summit K-12 and FLS) to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs).
Foster/Homeless	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Provide Chromebook and Hotspots for WIFI use at residence.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Breakfast and Lunch is provided for all students. Food bags are given weekly to identified students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Title III funding will be leveraged to provide curricular materials (Summit K-12 and FLS) to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs).
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	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.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall, reading proficiency has improved to having under 40% below the 40th percentile according to MAP Spring 2026 data, but we would like this to continue to drop. 42% of students are achieving at or above the 60th percentile. There is a 12 percentage point gap in achievement between students in 2nd compared to 5th grade for students achieving at or above the 41st percentile. Additionally, there is an average disparity of approximately 10% between Caucasian (N=46 students) and our Hispanic (N=349 students) and African-American (N=32 students) peers.

Critical Root Cause: The root cause is inconsistency in effective Tier 1 instruction, particularly in embedding independent reading and introducing key concepts before reinforcing them through whole-group and independent text reading. To address student skill deficits, evidence-based Tier 2 and Tier 3 interventions must continue with consistent progress

monitoring. At the same time, the school must prioritize strengthening Tier 1 instructional practices to ensure long-term improvement.

Problem Statement 2 (Prioritized): As evidenced by Spring 2026 MAP, the problem is ELs are performing significantly below the general education population at Ferron for proficiency. Non-EL population is proficient at 42%, with EL population being at 22%.

Critical Root Cause:

The low performance of English Learners in language proficiency and content achievement stems from a need for stronger English language skills and content-specific vocabulary development, both of which fall within the school's sphere of influence.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of all students in grades K-5 proficient (at or above the 60th percentile) in reading from 42%(MAP Spring 2026) to 47% (i-Ready Spring 2027) and increase the number of proficient students in all other student groups by 5 percentage points as measured by 2026-2027 i-Ready spring achievement percentiles.

Formative Measures: iReady

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: To strengthen Tier 1 instruction and improve reading proficiency through a vertically aligned, dialogic, and concept-spiraled curriculum supported by targeted coaching and independent reading practices.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	The entire school will implement HMH Into Reading Version 3 curriculum.	Administration, RBG3 Strategist, Teachers	August 2026 to May 2027				
2	There will be ongoing professional development about this program with teachers by the RBG3 reading strategist and district training.	RBG3 Strategist, Administration	August 2026 to May 2027				
3	During PLC's there will be a focus on identifying and collecting standard-aligned resources to ensure comprehensive ELA instruction prior to spiraling of the reading standards with HMH curriculum.	Administrators, RBG3 Strategist, Teachers	August 2026 to May 2027				
4	Classroom teachers and specialists will be meeting with leveled groups for 95 Phonics intervention lessons or comprehension/writing during the acceleration block.	Teachers, Specialists, Administration	September 2026 to May 2027				

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	Specialists will meet with students above the 60th percentile achievement level for enrichment activities.	Specialists and Administration	September 2026 to May 2027	
6	The RBG3 strategist will be pushing into Tier 1 instruction for coaching, modeling, and co-teaching.	RBG3 Strategist and Administration	August 2026 to May 2027	
7	Consistent progress monitoring will be completed to ensure students are working at the correct skill level in intervention/acceleration groups.	Teachers, RBG3 Strategist, Administration	August 2026 to May 2027	

Position Responsible: Administration

Resources Needed: HMH Curriculum

RBG3 Strategist

95 Phonics Curriculum

Research Based Enrichment Activities for Reading

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 2: Moderate: Research Based Enrichment Activities

Level 3: Promising: HMH Into Reading and 95 Phonics

Problem Statements/Critical Root Cause: Student Success 1

No review	No review	
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Inquiry Area 1: Student Success

SMART Goal 2: Reduce the achievement gap in 2nd-5th grade English Language Arts proficiency (at or above the 60th percentile) between English Learner (EL) and non-EL students from 23 percentage points in Spring 2026, as measured by MAP growth assessments to 18 percentage points by Spring 2027, as measured by iReady Growth assessments.

Formative Measures: iReady

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement Tier II supports for identified EL student groups (newcomers and short-term English learners (STEL)).					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) Tier II support for newcomers.	RBG3 Strategist, School Leadership Team	Ongoing during the 2026-2027 school year.				
2	Implement Summit K12 Tier II support for STELs	RBG3 Strategist, Teachers, School Leadership Team	Ongoing during the 2026-2027 school year.				
3	Based on the instructional rounds, identify professional learning community, and coaching needs for the school.	Administration, Leadership Team	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 tool for FLS.	Administration	Ongoing during the 2026-2027 school year.				
5	Consistent progress monitoring will be completed to ensure students are working at the correct skill level in intervention/acceleration groups.	Teachers, RBG3 Strategist, Administration	August 2026 to May 2027				
Position Responsible: Family Engagement Strategist, Leadership Team, Administration Resources Needed: FLS Instructional materials, Summit K12, FLS 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: Problem Statements/Critical Root Cause: Student Success 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

Written discourse was seen during writing, reading, and math blocks. Written discourse was not seen during math blocks as frequently as desired. Some professional development regarding embedding writing in all content areas was provided by CCSD. 40% of teachers were implementing written discourse throughout content areas including science, social studies, and math.

Adult Learning Culture Areas for Growth

During the 25-26 school year, as measured by classroom observation and walkthrough data, 25% of teachers were not implementing the use of written discourse in all content areas (i.e. Science, Social Studies). Written discourse was not seen during math blocks as frequently as desired. Teachers need support planning lessons to embed writing across all content areas. Teachers need additional support/PD in using Writable for online written responses. Even though we are seeing more teachers using written discourse during instruction in all content areas, we are wanting to see more evidence of extended and structured written discourse.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need support with language supports to assist students in gaining skills in writing instruction.	Provide students with graphic organizers, writing prompts, and vocabulary lists.
Foster/Homeless	Attending school on a regular basis is a challenge.	Counselor and Safe School Professional will provide additional wraparound supports, along with check-in/check-out time.
Free and Reduced Lunch	Students need extra support they may not receive at home.	Title I funds provide intervention and after-school clubs.
Migrant/Title1-C Eligible	n/a	n/a

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Training for all staff on culturally responsive writing prompts.	As part of the ULD, teachers will use culturally responsive writing prompts.
Students with IEPs	Students struggle with grade level requirements.	Teacher awareness of IEP accommodations and modifications.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): As measured by classroom observation and walkthrough data, 25% of teachers were not implementing the use of written discourse in all content areas.

Critical Root Cause: There is a lack of targeted planning of consistent opportunities for students to use written discourse throughout all content areas.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 80% of classroom observations will show evidence of extended and structured written discourse throughout all content areas.

Formative Measures: Observation, Look-For tool, Lesson Plans, Content Area Assessments, Graphic Organizers

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Provide professional development that supports teachers in effectively embedding writing tasks across all content areas, while deepening their instructional practices through the use of Look-For Tools aligned with core curricula (HMH, Envision, Amplify, and Social Studies).					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	During PLC's and staff development days, provide professional development on effective writing throughout content areas.	Administration, RBG3 Strategies, Math Strategist, Teachers	August 2026 to May 2027				
2	Review of Writable as a resource for written responses.	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2026 to May 2027				
3	Review of Look-For tools (HMH, Envision, Amplify, Social Studies curriculum).	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2026 to May 2027				
4	Cross Disciplinary Collaboration: RBG3 strategist will facilitate collaboration among teachers to share ideas, strategies, and resources for integrating writing.	Administration, RBG3 Strategies, Math Strategist, Teachers	August 2026 to May 2027				
5	Develop, create, and find resources like graphic organizers, writing prompts, and vocabulary lists that can be used across disciplines.	RBG3 Strategist, Math Strategist, Teachers, Administration	August 2026 to May 2027				
Position Responsible: Administrators, Strategists Resources Needed: Classroom Walkthrough data Look-For Tools Writable Writing resources (graphic organizers, writing prompts, vocabulary lists) Master schedule to support times for PLCs and professional development 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 2: Moderate: Writing resources Problem Statements/Critical Root Cause: Adult Learning Culture 1							

Connectedness

Connectedness Areas of Strength

Major behaviors reduced from 78 in the 2024-2025 school year to 70 in 2025-2026 school year. Restorative Justice Circles and daily point sheets have been successful. Use of cool-down kits in classrooms has been successful. Cohesive SEL curriculum, delivered by the school counselor, has given students a common language for solving problems and seeking help.

From Winter 2025 to Spring 2026 the TFI survey showed growth from 70 to 90% of students being able to give a direct example of one of the Falcon High 5's (schoolwide expectation) in a particular setting of the school. Additionally, students surveyed reported receiving a positive acknowledgement from an adult increased from 90% to 100%.

Connectedness Areas for Growth

Continuation of Restorative Justice Circle. Beginning of the year and mid-year behavior assembly implementation. Coordination between administration and counselor for small group conflict resolution.

Based on TFI (December 2025) - 0% of both staff and students were able to recite all schoolwide expectations. For spring 2026, this was updated to have 30% of teachers.

Based on TFI (Spring 2026), 30% of teachers don't realize there is a behavioral flowchart and 60% of teachers feel the flowchart isn't used consistently and equitably.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures.	Title III funding will be leveraged to provide curricular materials to support EL-specific language development courses, targeting Newcomers, Short-term English Learners (STELs) or Long-term English Learners (LTELs).

Student Group	Challenge	Solution
Foster/Homeless	Students require social-emotional support, which, while essential, can reduce available time for academic instruction.	The school counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.	The counselor will provide Social-Emotional Learning (SEL) lessons quarterly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
Migrant/Title1-C Eligible	n/a	n/a
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	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.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): As evidence by Focus Ed and Infinite Campus data, there is a concern that there are too many major behavior incidents happening within the school year.

Critical Root Cause: The root cause is a lack of aligned positive behavioral intervention strategies with the specific needs of our students.

Problem Statement 2 (Prioritized): There is a concern that the schoolwide behavior expectations are not equitably being implemented, followed and understood by all students and staff.

Critical Root Cause: The root cause is lack of consistent exposure to schoolwide behavior expectations across the entire campus.

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of major behaviors, under the categories of bullying, racially motivated behavior, and fighting, by 10% from 67 in the 2025-2026 school year to 60 in the 2026-2027 school year as measured by the Quarterly Progress Monitoring from Infinite Campus.

Formative Measures: Infinite Campus Behavior Data, Focus Ed Data

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: The school will implement a comprehensive, tiered SEL and engagement framework that promotes emotional regulation, conflict resolution, and community building through structured curriculum, targeted interventions, and schoolwide reinforcement.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Utilization of Second Step SEL Curriculum - K-5th for supplementing a. Learning how to respond to each other and regulate emotions b. Conflict resolution skills	Teachers, Counselor, Administration	August 2026 to May 2027				
2	Weekly Monday Morning Messages and Friday Ceremony Celebrations centered around SOAR Feathers.	Counselor, Administration	every Monday and Friday in SY 26-27				
3	Counselor and support staff will deliver SEL lessons to students during the 2 1/2 hour extended PLC block.	Counselor, Administration	September 2026, November 2026, February 2027				
4	Conduct Kick-Off and Mid-Year assembly to review schoolwide expectations.	Administration	August 2026 and January 2027				
5	Coordination between administration and counselor for small group conflict resolution.	Counselor, Administration	August 2026 to May 2027				
6	Teachers will communicate referrals to counselor upon need.	Teachers, Counselor, Administration	August 2026 to May 2027				
7	Behavior Point Sheets to differentiate for individual students.	Teachers, Counselor, Administration	August 2026 to May 2027				
Position Responsible: Administration Resources Needed: Second Step SEL curriculum Cool-down kits for all classrooms Kelso's Choices SOAR Tickets/Friday Morning Ceremonies Point Sheets Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Second Step and Kelso's Choices Problem Statements/Critical Root Cause: Connectedness 1							

Inquiry Area 3: Connectedness

SMART Goal 2: 80% of staff and students can recite 80% of the Falcon High 5/SOAR expectations and students can give an example of at least one expectation within a particular setting.

Formative Measures: TFI ; Walk-through

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Implement Schoolwide SOAR initiative					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Post Falcon High-5 Posters throughout the common areas (hallways, cafeteria, restrooms, etc)	A.P.	August 2026				
2	Refine and Continue Implementation of Schoolwide Student Behavior Incentive System (SOAR)	Counselor, Staff, Teachers, Strategists	August 2026 - May 2027				
3	Teachers and Staff will distribute SOAR Feather Tickets to reform individual positive behavior.	Staff	August 2026 - May 2027				
4	Specialists teachers will distribute tickets for positive "Falcon High 5" behavior actions per class.	Specialists	August 2026 - May 2027				
5	Use S.O.A.R. acronym (Safety, Ownership, Achievement, Respect) to tie into Falcon High 5's	Staff	August 2026 - May 2027				
6	Weekly Recognition (Friday morning ceremonies)	Counselor	August 2026 - May 2027				
Position Responsible: Administration, Counselor, Staff Resources Needed: Falcon High 5 SOAR Posters SOAR Tickets Monday Morning Messages Expectation Matrix Acknowledgement Matrix Evidence Level Level 2: Moderate: Expectation and Acknowledgement Matrices Problem Statements/Critical Root Cause: Connectedness 2							

Priority Problem Statements

Problem Statement 1: Overall, reading proficiency has improved to having under 40% below the 40th percentile according to MAP Spring 2026 data, but we would like this to continue to drop. 42% of students are achieving at or above the 60th percentile. There is a 12 percentage point gap in achievement between students in 2nd compared to 5th grade for students achieving at or above the 41st percentile. Additionally, there is an average disparity of approximately 10% between Caucasian (N=46 students) and our Hispanic (N=349 students) and African-American (N=32 students) peers.

Critical Root Cause 1: The root cause is inconsistency in effective Tier 1 instruction, particularly in embedding independent reading and introducing key concepts before reinforcing them through whole-group and independent text reading. To address student skill deficits, evidence-based Tier 2 and Tier 3 interventions must continue with consistent progress monitoring. At the same time, the school must prioritize strengthening Tier 1 instructional practices to ensure long-term improvement.

Problem Statement 1 Areas: Student Success

Problem Statement 2: As measured by classroom observation and walkthrough data, 25% of teachers were not implementing the use of written discourse in all content areas.

Critical Root Cause 2: There is a lack of targeted planning of consistent opportunities for students to use written discourse throughout all content areas.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: As evidence by Focus Ed and Infinite Campus data, there is a concern that there are too many major behavior incidents happening within the school year.

Critical Root Cause 3: The root cause is a lack of aligned positive behavioral intervention strategies with the specific needs of our students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: As evidenced by Spring 2026 MAP, the problem is ELs are performing significantly below the general education population at Ferron for proficiency. Non-EL population is proficient at 42%, with EL population being at 22%.

Critical Root Cause 4: The low performance of English Learners in language proficiency and content achievement stems from a need for stronger English language skills and content-specific vocabulary development, both of which fall within the school's sphere of influence.

Problem Statement 4 Areas: Student Success

Problem Statement 5: There is a concern that the schoolwide behavior expectations are not equitably being implemented, followed and understood by all students and staff.

Critical Root Cause 5: The root cause is lack of consistent exposure to schoolwide behavior expectations across the entire campus.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Other

Adult Learning Culture

- Professional Development Agendas
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other

Connectedness

- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Other

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

To assess school needs, the leadership team-including administrators, strategists, the counselor, and the School Organization Team (SOT)-meets monthly to analyze academic behavioral, and social emotional data.

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

The Continuous Improvement Team, comprising staff, parents, and community members, meets four times each year. The first meeting is to conduct a review of the previous year's plan and data in order to discuss the next year's plan. The other three meetings coincide with each Act of the plan. Additionally, stakeholder feedback is collected through a Google Survey and Panorama Survey results.

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

Title I funding is primarily allocated for class size reduction, extracurricular clubs, and tutoring. These initiatives extend learning time and offer students a more well-rounded educational experience.

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

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,259,554.00	Administrative, licensed, and support staff salaries, general supplies, professional development, Math strategist/coach, Student Support Family Facilitator, Humanities technology teacher	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$187,966.00	3 class size reduction teachers	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	\$527,668.00	3 class size reduction teachers, after school clubs and tutoring, 2 SPTAs, translation	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$-15,561.43	No funds available	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	\$1,529.44	tutoring and clubs	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$24,236.83	tutoring and clubs	Student Success, Adult Learning Culture, Connectedness
Title IA	\$258,656.00	3 class size reduction teachers, Title I Liaison hours, 3 family learning nights	Student Success, Adult Learning Culture, Connectedness

Continuous Improvement Team

Team Role	Name	Position
Member	Jeff Field	Teacher
Member	Glenda Duspiva	Teacher
Member	Marta Rivas	Office Manager
Member	Ana Jacobs	Parent
Member	Layne McColley	Parent
Member	Ednita Garcia	Parent
Member	Yesenia Alarcon	Parent
Member	Manda Savage	Teacher
Member	Julie Bellavia	Counselor
CI Team Lead	Vera Jordan	Assistant Principal
Required	Margaret Putnam	Principal