

Clark County School District

Neal, Joseph M. ES

2025-2026 School Improvement Plan

Classification: 3 Star School



Mission Statement

Joseph Neal STEAM Academy seeks to provide an enriching learning environment where students are immersed in an inquiry-based, authentic STEAM curriculum that challenges our students 21st century critical thinking and problem solving skills. We provide each student at Joseph Neal STEAM Academy with interdisciplinary opportunities in science, technology, engineering, the arts, and mathematics. With the support of our families, community experts, and cultural institutions, Joseph Neal will foster a safe and secure atmosphere that embraces curiosity, ingenuity, responsibility, and endurance.

Vision

Joseph Neal STEAM Academy will increasingly develop the vital skills of Collaboration, Communication, Critical Thinking, and Creativity as they learn and grow together. Our students will use higher-order thinking skills to research, design, produce, and communicate solutions to real-world problems, to benefit their own future and the future of society. Our community will ensure engagement and continued growth by loving one another, leading by example, and learning for a lifetime.

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/joseph_m_neal_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

During the 2024-2025 school year, in the area of Math;

- We increased our CRT projected proficiency on the Math MAP assessment in grades 2 through 5 from 30% (Fall) to 45% (Spring), showing 15% growth towards projected proficiency.
- From Fall to Spring, the percentage of students projected to be proficient increased by 15% on the Math MAP assessment.
- 36% of our student population is performing at or above the 70th percentile on the Spring Math MAP Assessment.
- 70% of our student population in grades K-5 met their projected growth goals for Math MAP Assessment from Fall to Winter.
- All grade levels (except 1st grade), showed growth in the percentage of students at or above the 61st percentile with MAP Math growth ranging from 5% to 21% in grade level data.
- From Fall to Spring, there was a 13% increase in the number of students performing at or above the 61st percentile on the Math MAP assessment.
- Students performing in the 50th-59th percentile band are exceeding typical achievement expectations in Math based on the Math MAP assessment.
- There was a significant reduction in the number of at-risk students in our Hispanic/Latino and White ethnicity student groups on the Math Map Assessment from the Fall to Spring.
- There was significant increase in the number of students scoring at or above the 70th percentile on the Math MAP Assessment for our Hispanic/Latino and White ethnicity groups.
- Preliminary SBAC Math Data shows that 45% students in grades 3-5 Met Proficiency levels (Meets and Exceeds)
- 3rd grade 45.7 % meet/exceed, 4th grade 50% meet/exceed, 5th grade 41.2% meet/exceed. This reveals a comparative 3rd to 4th grade Cohort growth loss of 6% in MATH, yet a 4th to 5th grade Cohort growth increase of 11.1% in MATH
- Preliminary SBAC ELA Data shows that 45% students in grades 3-5 Met Proficiency levels (Meets and Exceeds).
- 3rd grade 50% meet/exceed, 4th grade 62.8% meet/exceed, 5th grade 45.8% meet/exceed. This reveals a comparative 3rd to 4th grade Cohort growth increase of 12.3% in ELA and a 4th to 5th grade Cohort growth increase of 5.3% in ELA
- Overall, 24.4% of students in grades 3-5 Exceed Math standards (previous year was 21% exceeds in Math)
- Overall, 27% of students in grades 3-5 Exceed ELA standards (previous year was 19.4% exceeds in ELA)

Overall, in MAP data, we are continuing to decrease the number of students in the at-risk group band (1st-40th), and moving students into the approaching/meets group band and above (41st-69th), with 36% of our student population continuing to progress to the highest achievement band (70th percentile and above).

Student Success Areas for Growth

During the 2024-2025 school year, according to the Math MAP assessment, in the area of Math;

- In Winter, 76.36% of Kindergarten students met their projected growth target, compared to only 54.39% in Spring.
- In Winter, 69.64% of 1st grade students met their projected growth target, compared to only 48.15% in Spring.
- In Winter, 79.41% of 2nd grade students met their projected growth target, compared to only 40.30% in Spring.
- In Winter, 72.22% of 3rd grade students met their projected growth target, compared to only 67.12% in Spring.

- In Winter, 70.0% of 5th grade students met their projected growth target, compared to only 60.40% in Spring.

Overall, the majority of our student population met their projected growth percentile on the Winter MAP Math Assessment. However, there was a noticeable decline in the number of students that met their Spring projected growth goals compared to the Winter. Engage in consistent tracking of student proficiency based on CRT projections and aligned SBAC Suite practices and test preparation/Standards mastery.

According to the SBAC Preliminary Data for 2024-2025;

- Our 3rd grade students did not meet their projected CRT proficiency goal from the Spring MAP Math Growth Assessment. The projected CRT proficiency goal in Spring was 49%, however only 45.7% of students met that goal (-3.3% difference). Both 4th and 5th grade surpassed their projected CRT proficiency goals in Math.
- 4th grade surpassed SBAC MATH Proficiency beyond the District's performance level by +7.7% proficiency scores
- 5th grade surpassed SBAC MATH Proficiency beyond the District's performance level by +7.6% proficiency scores
- However, 3rd grade did not meet or surpass the District's scores in Math by a - .8%. This is an area for intervention support.

Student Success Equity Resource Supports

| Student Group | Challenge | Solution |
|-------------------------|---|---|
| English Learners | <p>There is 25% achievement gap between LEP and non LEP students based on Fall MAP projected proficiency. Please note that there is less than 10% of the student population identified as LEP.</p> <p>Based on 24-25 WIDA results, EL students required more support in English Language acquisition, specifically in Speaking and Writing. The school will require teachers available and willing to provide before/after school tutoring to help close gaps in learning, specifically for WIDA preparation for EL students.</p> <p>The school will need funding to help pay teachers or find teachers willing to do this without pay throughout the year.</p> | <p>Through Tier I and Tier II instruction, students are exposed to a variety of opportunities to participate in productive discourse with teacher to student and student to student. Provide opportunities for ELL and all students to share their ideas, understanding, and experiences as it relates to the topic or theme using structured discourse tasks, (Oral and Written). Use MAP data to monitor the impact of the implemented strategies on ELL and all student learning and achievement during PLC. After school tutoring is taking place for EL students to develop language skills and writing/expressive skill practice in an academic setting. We will review the Fall budget and allocate new monies, if possible.</p> |
| Foster/Homeless | <p>Attendance and enrollment consistency, along with emotional needs are often impediments to continued and sustained growth for this population of students. (2.4% population)</p> | <p>The Counselor and Clerk will check attendance monitoring for at risk student attendance. The Counselor will provide SEL lessons ensuring inclusive services are made available to the teacher, student and family to support this population.</p> |

| Student Group | Challenge | Solution |
|----------------------------------|--|--|
| Free and Reduced Lunch | All students are eligible for Free Lunch. The challenge is to ensure that time is allotted for intervention and progress monitoring to occur for at risk students (MAP 40th%ile and below). These students require SLPP/SMPP data tracking and Tier II intervention support to help close achievement gaps. However, due to severe budget constraints, we were not able to purchase additional prescriptive diagnostic and intervention tools, or extra duty pay. | Learning Strategists, CTT's, and Classroom teachers provide differentiated instruction and prescribed interventions with available tools; including IXL practice, enVision Math Intervention Library, Fastbridge intervention lessons, and Tutoring offered before/after school |
| Migrant/Title1-C Eligible | N/A | N/A |
| Racial/Ethnic Minorities | All Racial/Ethnic Minority group students performing below 40th%ile and below, (specifically the Black/African American population) must receive targeted support to meet identified growth goals. The challenge is to ensure that time is allotted for intervention and progress monitoring to occur for at risk students. These students require SLPP/SMPP data tracking and Tier II intervention support to help close achievement gaps. However, due to severe budget constraints, we were not able to purchase additional prescriptive diagnostic and intervention tools or extra duty pay. | Learning Strategists, CTT's, and Classroom teachers provide differentiated instruction and prescribed interventions with available tools; including, IXL practice, enVision Math Intervention Library, Fastbridge intervention lessons, and Tutoring offered before/after school |
| Students with IEPs | Students with IEPs and a designation in a Self-Contained classroom require clear monitoring and flowchart determination as to whether they are eligible for the required SBAC testing or alternate testing. This student population requires additional trained SPTA/IA support and requires 1:1 test monitoring and support. The support staff and SPED teachers require more individualized and collective knowledge about MAP and SBAC testing, as well as identified time allotted for collaborative standards based planning between SPED and Gen Ed teams. Targeted identification of Test Goals for IEP students need to be developed with the SEIF and Administrative Teams. | SEIF, Special Education Teachers, General Education Teachers, and Learning Strategists will provide appropriate accommodations and scaffolded instructional support as outlined in IEPs and according to student need. SPED teachers will partake in academic planning and training sessions with support from SEIF and Administration to ensure best practices and alignment to NVACS and the student's IEP goals. Administration and SEIF will schedule appropriate times for collaboration with each teacher/SPED Team. |

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Tier II/Tier III interventions for "at risk" students were not consistently provided during the Tier I math block. Although tutoring invitations were provided for students to choose before and after school support, it did not specifically target the students that would most benefit intervention. As well, the focus was on general math facts, rather than diagnostic and prescriptive gap closures for identified struggling students.

Critical Root Cause: Effective and consistent intervention systems, structures, and support for providing "at risk" prescribed interventions were not in place schoolwide within the Math Block.

Problem Statement 2: Although students showed significant growth (70th %ile) from Fall to Winter on the Math MAP Assessment, there was a decline in meeting projected growth goals from the Winter to Spring assessment.

Critical Root Cause: Teachers did not fully align classroom instruction with the increasing rigor and expected pacing and stamina required of the end of year Spring MAP Math Assessment.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students projected proficient in math 10 percentage points from fall (2025) to winter (2025), and 5 percentage points from winter (2025) to spring (2026) as measured by MAP Growth Assessments.

Aligns with District Goal

- Formative Measures:** MAP Growth Data
- SLG Data
- Fast Bridge Data
- enVision Math module assessment data

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|--|-------------|--------------|-----|----------------|
| Improvement Strategy 1: Consistently implement Tier II mathematics instruction with appropriate interventions using cohesive, prescribed materials in small group during the math instructional block. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Design a lesson plan template that incorporates Tier II intervention within the Tier I math block. | Joe Vincich, Ellen Jenkins, Traci McLaughlin | Summer 2025 | | | |
| 2 | Establish and communicate expectations for the prescribed Tier II Math Intervention Block; including data analysis, groupings, timeline, resources, lesson planning (template), and consistent math routines. | Administration | August 2025 | | | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|----------|---|---|--|
| 3 | Engage in coaching cycles to ensure interventions are taking place. | Administration | Monthly (September to May) |
| 4 | Targeted focus on a rigorous Math SLG, requiring students to use a comprehensive rubric; focusing on precision, showing student work with models, explaining their reasoning when solving math problems. Students will also use appropriate grade level math vocabulary terms and strategies to explain their thinking. The required rubric will be utilized throughout each enVision math module and students will be assessed monthly to measure growth and proficiency towards their SLG goal. | Administration, Strategists, All Teachers | Monthly (Beginning of October to end of March) |
| 5 | Utilize test preparation resources within the SBAC suite to provide supplemental instruction aligned to a consistent rigorous expectation and spiral review throughout the year. | Administration, Strategists, All Teachers | Weekly (Beginning of September through April) |

| Implemented | Implemented | Implemented |
|-------------|-------------|-------------|
| | | |

Position Responsible: Administration

Resources Needed: Coaching Calendar

Lesson plan template for interventions

Grade Level SLG rubrics

Academic Vocabulary identified

Numeracy Consultants Diagnostic Assessments (Primary Numeracy Screener, Multiplicative Thinking Screener)

Kathy Richardson Intervention Kits (K-1)

Evidence Level

Level 1: Strong: enVision Math

Level 2: Moderate: MAP Growth Assessments

Level 4: Demonstrate Rationale: Kathy Richardson

Problem Statements/Critical Root Cause: Student Success 1

Adult Learning Culture

Adult Learning Culture Areas of Strength

Administration created a comprehensive school **schedule that included common prep times** for all grade levels, including budgeting for prep buy-outs that would support the initial year of PLC Tier 1 development. **Grade levels consistently met** with Administration and Learning Strategists, with **meeting agendas and PLC expectations included for each meeting**, to **plan for Tier I Instruction** in core subject areas, analyze student outcomes, and discuss effective instructional strategies and practices. As well as, **strategically utilizing PLCs for professional development in the curriculum** areas of 95 Core Phonics, HMH Reading, enVision Mathematics, Kathy Richardson Math (Developing Number Concepts K-1), and Amplify Science Curriculum. The school's specific support of 95 Phonics "Gem school" **modeling and learning cycles**, targeting 3-5 classroom instruction with aligned SBAC suite resources, formats, and methods, and **offering professional development** to aligned school goals and when a specific data need arose were strengths. The school received broad positive feedback from teachers regarding the support they received during **PLCs and RTI structures**, within support from administration and strategists, extended opportunities for **deepened collaboration with peers**, planning days with multiple varied colleagues and CCSD experts, and the majority of staff having acknowledged the overall **trust and positive culture developed** within each grade level and across the entire school. This **collective efficacy** was evident by the end of year **staff exit surveys** as well as **Lead Team feedback** shared with Administrators within the voluntary Summer **Reflection and Leadership Summit** that was attended by most K-5 classroom teachers/strategists.

Adult Learning Culture Areas for Growth

Increase the effectiveness of targeted Professional Development and focus within Professional Learning Communities (PLCs) by developing high impact instructional strategies (John Hattie research) to continue strengthening consistent and effective Tier I instruction. We must also purposefully and strategically focus on closing achievement gaps for identified "at risk" students by increasing staff capacity for Tier II/III prescriptive, targeted, and consistent intervention for struggling students.

Adult Learning Culture Equity Resource Supports

Counselor and Leadership Team (PBIS) will confer with teachers and staff to provide appropriate communication in understanding the needs of the identified student or group. Counselor will also support teacher training (along with Behaviorist/SPED support) in how to best meet the emotional needs of this student population.

Because of sensitive, confidential information included with this student population, teachers are not always fully aware of the details pertaining to a student being deemed foster or homeless without communication from our liaison (counselor).

| Student Group | Challenge | Solution |
|--------------------------------|---|--|
| <p>English Learners</p> | <p>Based on 24-25 WIDA results, EL students will continue to require more support in English Language acquisition, specifically in Speaking and Writing using academic concepts and vocabulary. In previous years, the teachers available to provide before/after school tutoring to help close gaps in learning, specifically for WIDA preparation for EL students have been limited. There must be a comprehensive language acquisition support modeled for all teachers by strategists, CCSD EL resources, and administration.</p> | <p>Increase the use of discourse structures when providing instruction to two or more strategies per lesson. Teachers will utilize core curriculum to sustain purposeful discourse(oral and written). Modeled PL will be focused on supporting teachers with engagement strategies and intentional discourse opportunities using a variety of EL language "Can Do's", Kagan Structures, Discourse oral language supports, etc. The staff will also schedule EL Tutoring (speaking/written language) for at risk students taking the WIDA assessment.</p> |

| Student Group | Challenge | Solution |
|----------------------------------|---|---|
| Foster/Homeless | Because of sensitive, confidential information included with this student population, teachers are not always fully aware of the details pertaining to a student being deemed foster or homeless without communication from our liaison (counselor). | Counselor will support the identification of targeted students requiring additional instruction and interventions within PLC data analysis meetings and RTI structures. The Counselor will confer with teachers and identified lead team to provide appropriate communication in understanding the supplementary needs of the student. Counselor will also support teacher training (along with Behaviorist/SPED support) in how to best meet the emotional needs of this student population. |
| Free and Reduced Lunch | All students are eligible for Free Lunch. The challenge is to ensure that time is allotted for intervention and progress monitoring to occur for at risk students (MAP 40th%ile and below). These students require SLG and SMPP data tracking and Tier II intervention support to help close achievement gaps. However, due to severe budget constraints, we were not able to purchase additional prescriptive diagnostic and intervention tools. | Teachers, Learning Strategists, Administration will collaborate in PLCs on effective student instruction and targeted interventions based on prescriptive diagnostic and intervention tools (Fastbridge, IXL, Numeracy Consultants). The use of the tools and consistent progress monitoring will be reviewed on a rotational basis through RTI. We are seeking free trials and fundraising support for some of these tools. |
| Migrant/Title1-C Eligible | N/A | N/A |

| Student Group | Challenge | Solution |
|---------------------------------|--|--|
| Racial/Ethnic Minorities | <p>The challenge is to ensure that our lowest performing student group(s) are identified and all students have a teacher mentor and SLG goal setting plan. Teachers must ensure that time is allotted for intervention and progress monitoring to occur for these specific at risk students (MAP 40th%ile and below). Consistent schoolwide data tracking and prescribed Tier II intervention support will need to start for all students within their Math block and within invited tutoring groups. However, due to severe budget constraints, we were not able to purchase additional prescriptive diagnostic and intervention tools.</p> | <p>Teachers, Learning Strategists, Administration will collaborate in PLCs on effective student instruction and targeted interventions based on prescriptive diagnostic and intervention tools (Fastbridge, IXL, Numeracy Consultants). The use of the tools and consistent progress monitoring will be reviewed on a rotational basis through RTI. We are seeking free trials and fundraising support for some of these tools.</p> <p>*** Seeking to reduce Exclusionary Discipline Practices for our Black student group- This goal for support will be targeted within Student Connectedness. However, Staff will be given PD on items related to rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when in crisis.</p> |
| Students with IEPs | <p>The challenge is to ensure that our lowest performing student group(s) are identified and all students have a teacher mentor and growth goal setting plan. Teachers must ensure that time is allotted for intervention and progress monitoring to occur for these specific at risk students (MAP 40th%ile and below). Consistent schoolwide data tracking and prescribed Tier II intervention support will need to start for all IEP students. We were not able to purchase additional prescriptive diagnostic and intervention tools. The student population in Self-contained classrooms and within resource support will also be monitored for meeting identified growth targets. Teachers need to experience Model academic centers within the curriculum, as well as monitor and scoreboard student goal setting within the classroom. IEP goals and the targeted curriculum will be monitored by SC/Classroom teachers.</p> | <p>Collaborate with SEIF, Special Education Teachers, General Education Teachers, and Learning Strategists to understand inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with General Education inclusion teachers. Staff will collaborate within effective PLCs and strategists/lead teachers will model impactful centers targeting student goals.</p> <p>*** Seeking to reduce Exclusionary Discipline Practices for our Black student group- This goal for support will be targeted within Student Connectedness. However, Staff will be given PD on items related to rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when in crisis.</p> |

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Dedicating time and consistent scheduling for the most appropriate highly effective professional learning opportunities that strategically support impactful Tier I instruction; including purposeful and productive student discourse, modeling within small group instruction, and scaffolding for student groups that struggle. We need to continue to develop a deeper understanding of the required instructional curriculum and the planning of effective project based learning and tasks requiring application of skills and strategies that align with the rigor of Spring Map and SBAC state assessments.

Critical Root Cause: We determined a need for students to access foundational math facts/skills, and for Teachers to continue professional learning of the actual rigor and standards alignment to State Assessments. Teachers require continued professional learning on differentiated Tier I instructional strategies; including properly unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), consistent use of models and math manipulatives in real world application of math skills, teacher and student modeling of problem solving strategies, and engaging in Math discourse utilizing academic vocabulary when justifying and reasoning identified problem solving strategies.

Problem Statement 2 (Prioritized): Lack of strategic implementation of Tier II/III prescriptive, targeted, and consistent interventions, which were not fully developed and embedded within the Math block, nor were interventions discussed and modeled extensively within PLCs or professional development. A strategic model for Tier II/III diagnostics and prescribed interventions must be scheduled within the math block, modeled within professional development, and consistently monitored for all staff.

Critical Root Cause: School and Staff did not strategically focus on closing achievement gaps for all of the identified "at risk" population of students due to the increased focus on understanding new curriculum for new staff, improving Tier I instructional strategies, and raising proficiency levels for all students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the year, teaching staff will have developed and strategically implemented Tier II/III prescriptive, targeted, and consistent interventions within the Math instructional block to close achievement gaps for students performing below the 40th percentile in MAP/SBAC Assessments.

Aligns with District Goal

Formative Measures: PLC planning agendas

Observational and Focal Point Walks

MAP data

SBAC Data

enVisions Math Module assessment data

Fastbridge Diagnostics and Screeners

Numeracy Consultants Diagnostics

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|--|---|----------------------------------|--------------|-------------|----------------|
| Improvement Strategy 1: We will improve targeted Intervention supports within PLCs using an aligned agenda for all meetings. We will ensure strategic implementation of Tier II/III prescriptive, targeted, and consistent interventions within the Math block. Coaches will model strategic interventions for Tier II/III diagnostics and utilize prescribed interventions scheduled within the math block, modeled within professional development, and consistently monitored by administration. Frequent data analysis within PLCs will identify the impact in interventions and instructional alignment for student need. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | Implemented | In progress | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Strategically utilize PLC planning time to meet the differentiated needs evident in each classroom based on baseline and ongoing data analysis related to: Baseline screener data, current MAP data, Teacher formative assessments | Administration, Strategists, and teachers | Ongoing - August 2025 - May 2026 | | | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|----------|---|---|---|
| 2 | PLC meetings will focus on Tier II interventions and developing an instructional focus on unwrapping the standards to scaffold appropriately; PLC agendas and note-taking with embedded links to necessary resources and materials are used school-wide | Administration, Strategists, and teachers | Ongoing, starting week of August 25, 2025 |
| 3 | Teachers will use Fastbridge screeners, enVisions baseline unit assessments, Fall MAP data, and Numeracy Consultants to drive instruction and identify small groups for intervention purposes. | K-5 Teachers | B.O.Y Baseline testing - August Ongoing September 25 - May 26 |
| 4 | Administration and Lead Teachers will provide Professional Development and model Tier II/III mathematics instruction with appropriate interventions using prescriptive and targeted materials and strategies for varied intervention groups/needs. | Presenters: Administration, Lead Teachers, and teachers/IA/SPTA support staff | September 2, 2025 |
| 5 | Implementation of a Math Coaching Cycle will be developed on a 6 week rotational basis starting after initial groupings and intervention PD. | Administration, Strategists, and teachers | Begins September 22, 2025 (every 6 weeks) |
| 6 | Implement monthly Data Analysis in Grade Level PLCs to review effectiveness of intervention (SLG's, intervention exit tests, current MAP tests, Math unit grades). Ensure groupings are flexible and responsive to student needs and progress/digression. Discuss further student concerns during RTI meetings on a consistent basis. | Administration and teachers | Monthly beginning in October 2025 |

Position Responsible: Administration and Leadership Team

Resources Needed: enVisionsMathematics Common Core Core 2020

IXL (independent Goal-setting)

MAP formative assessments

SBAC summative assessment

Fastbridge data

Intervention/Small group Lesson plans

Focal Point and Observational data

Evidence Level

Level 1: Strong: Build a committed staff and provide professional development,

Level 2: Moderate: Professional Learning Communities (PLC), Progress Monitoring, MAP Growth Assessments

Level 3: Promising: enVisions Math, Analyze data in PLCs

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Beginning in September, teachers will continue to develop and maintain professional practices using the SBAC Suite to improve instructional rigor and standards alignment to the State Assessments within engaging lessons and student practice.

Aligns with District Goal

Formative Measures: SBAC SUITE of Tools for Assessment

Lesson Plans

Focal Point and Observational data

enVisions Mathematics Common Core Core 2020

IXL (independent Goal-setting)

MAP formative/SBAC summative assessment

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|--|--|-----------------------------------|-----------------|-----------------------------------|------------------------------|
| Improvement Strategy 1: Use SBAC Suite Tools and aligned resources to teach and to measure student growth towards CRT proficiency expectations throughout the entire year. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | Action # | Actions for Implementation | Person(s) Responsible |
| 1 | Provide Professional Development in deep dive MAP and SBAC Data Analysis and identifying key target areas for intervention and focus | AARSI - Sandra Ratner and Administrators/Lead Team | By 3rd week in September | | | |
| 2 | Provide Professional Development within the SBAC Suite of Teacher Tools to improve instructional rigor and standards alignment to the State Assessments within engaging lessons and student practice. Teachers will learn how to incorporate relevant resources and rigorous assessments embedded within their instruction and homework opportunities, in order to raise stamina and growth towards meeting proficiency goals. | AARSI - Sandra Ratner and Lead Teachers | By 1st week in October | | | |
| 3 | Teachers require continued professional learning professional learning on differentiated Tier I instructional strategies; including properly unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), consistent use of models and math manipulatives in real world application of math skills, teacher and student modeling of problem solving strategies, and engaging in Math discourse utilizing academic vocabulary when justifying and reasoning with identified problem solving strategies. | Administration, Strategists, and Teachers | Ongoing September 2025 - May 2026 | | | |
| Position Responsible: Administration Resources Needed: SBAC Suite of Tools Evidence Level Level 1: Strong: Build a committed staff and provide professional development Level 2: Moderate: Professional Learning Communities (PLC) Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2 | | | | | | |

Connectedness

Connectedness Areas of Strength

On the Spring 2024-2025 Tiered Fidelity Inventory, it was established that the NEW schoolwide expectations had been consistently and explicitly taught to students and staff and they were acknowledged widely throughout the entire school that they were successful with students and staff. The Spring TFI Walkthrough data revealed that more than 90% of students surveyed could identify the Schoolwide 4 BEEs, targeting Behavioral Expectations: (Be Kind, Be Respectful, Be Responsible, Be Safe). More than 95% of staff surveyed could identify the Schoolwide 4 BEEs targeting Behavioral Expectations, and all school settings had identified 4 Bee expectations posted, including all classrooms. All classes also integrated the 4 Bee expectations within all of their SEB and curricular interactions with students and within classroom chats and restorative practices. As well, greater than 95% of

educators consistently and equitably acknowledge students. The Spring TFI data identified that greater than 90% of students experienced positive acknowledgement in a manner that they value; (Bee Tickets, Bee Ticket Reward Parties (student choices/voice), Student Store Exchange, and Class treasure box.) All areas of the school have posted specifics in following the 4 Bees. The PBIS system of Bee Tickets have been shared with the parents and community through Open House presentations, PTO Meetings, SOT Meetings, Class Dojo, the school website, and the parent/student handbook.

Connectedness Areas for Growth

24-25

The PBIS system - Formalize meeting efficacy and focus on development of all 8 procedures listed for optimal collaboration and impact on MTSS/PBIS practice

There is a continued need for implementation of strategic student engagement strategies, and school-wide engagement structures that target modeled behavioral expectations.

Tier II training on de-escalation strategies and behavioral modification, restorative practices, and effective student motivation strategies.

Within the bi-weekly meeting of the Behavioral RTI Committee, goal setting and Tier II/III data trackers will be designed to assist students with self-monitoring and the use of cool down strategies that teachers can implement to improve student behaviors.

Connectedness Equity Resource Supports

| Student Group | Challenge | Solution |
|---------------------------|-----------|----------|
| English Learners | N/A | N/A |
| Foster/Homeless | N/A | N/A |
| Free and Reduced Lunch | N/A | N/A |
| Migrant/Title1-C Eligible | N/A | N/A |

| Student Group | Challenge | Solution |
|---------------------------------|--|---|
| Racial/Ethnic Minorities | <p>*** We are seeking to reduce Exclusionary Discipline Practices for our Black student group, which had a more than 10% greater amount of removals compared to other student groups in RPC's, SWI, and Suspensions in Behavioral Discipline in IC. Out of 222 Behavior Events, there were 39 Restorative Justice resolutions, 16 Suspensions, 0 Expulsions, and 441 Behavior Resolutions. However, the suspensions that were identified with black students were a majority from the STAR classroom: 8 of 16 events from students, some of whom received multiple suspensions. These students are already identified as having severe ED and behavioral safety concerns, within a school setting. This group accounted for 50% of suspensions according to IC Data.</p> | <p>Teachers provide differentiated instructional and behavioral support as needed. Offer tutoring to support students in specific deficit areas. Develop Home-to-School connections with families to support student growth. Invite parents into the school to help partner and support school goals. Counselor outreach to support family needs.</p> <p>***Staff PD on items related to rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when students are in crisis will be implemented in 2025-2026 PD.</p> |
| Students with IEPs | <p>*** We are seeking to reduce Exclusionary Discipline Practices, which had 10 out of 16 students receiving Suspension removals; RPC's, SWI, and Suspensions in Behavioral Discipline in IC. Out of 222 Behavior Events, there were 39 Restorative Justice resolutions, 16 Suspensions, 0 Expulsions, and 441 Behavior Resolutions. However, the suspensions that were identified with IEP students were a majority from the STAR classroom: 9 of 16 events from those students, some of whom received multiple suspensions. These students are already identified as having severe ED and behavioral safety concerns, within a school setting. This group accounted for more than 50% of suspensions according to IC Data.</p> | <p>SEIF, Special Education Teachers, General Education Teachers, Learning Strategists, CTT, and Counselor to provide support as needed. Teachers provide differentiated instructional support as needed. Offer tutoring to support students in specific deficit areas. Develop Home-to-School connections with families to support student growth. Invite parents into the school to help partner and support school goals.</p> <p>***Staff PD on items related to rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when students are in crisis.</p> <p>PBIS Reward Systems (Beehive-Shared Spaces) are being expanded for all students and will help support Goal Setting for students in need for 1:1 attention and de-escalation/Self-regulation support.</p> |

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The Schoolwide Behavioral Expectations have been successfully received and implemented by staff and students. However, Spring TFI data shows there is a need to ensure all staff are further trained in responses to contextually inappropriate behavior; specifically in de-escalating crisis behaviors and in developing a

standard protocol to safely support crisis student(s) until more intensive supports can be put in place.

Critical Root Cause: While the initial rollout of the Tier I PBIS system of 4 BEEs schoolwide behavioral expectations and reward system (BEE Tickets) has been successfully received and implemented for the large majority of students, when there are crisis situations, some staff continue to find it difficult to recall the minor to major continuum of reporting and resolution and lack immediate crisis intervention strategies in response to escalated behaviors.

Problem Statement 2 (Prioritized): Need to reduce Exclusionary Discipline Practices for all students particularly focusing on our Black student group, which had a higher percentage of students involved in RPC, SWI, and Suspensions as compared to the total Black student population.

Critical Root Cause: We require continued support for Tier II and III behavioral intervention and de-escalation strategies within the school. We have a Special Needs Behavior program that is identified for intensive behavioral support due to their ED disability. Our students enrolled in our STAR program are receiving multiple varied supports and interventions for their needs, however, their removals were for student safety concerns. 11/23 students given RPC, Suspensions were identified as Black. 8 out of those 11 students given RPCs, SWI, and/or Suspensions are in the STAR Program (supporting significant behavioral disabilities). Intensified support and full staffing in this program is imperative.

Inquiry Area 3: Connectedness

SMART Goal 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) while reducing the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

Aligns with District Goal

Formative Measures: Behavior Data in IC
 Behavior Data in Focus ED
 TFI 3.0 data

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|------------------------------|---------------------------|--------------|-------------|----------------|
| Improvement Strategy 1: Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | In progress | Implemented | Implemented |
| 1 | Administration and Counselor will provide Professional Development for the entire staff on the Tier I PBIS framework interventions and supports and also in the preferred use of restorative practices to address student behavioral incidents. | Administration | August 8, 2025 | | | |
| 2 | The PBIS Team will revise and roll out common behavioral expectation matrix, lesson review plans, and updated student reward/recognition systems for all staff reteach and refresher. | PBIS/Lead Team | August 8, 2025 | | | |
| 3 | Administration and the Counselor will present an interactive Behavior Expectation Assembly at the beginning of the year to foundationally re-set school-wide expectations, rewards, and norms of peer to peer interaction and staff to student interaction. | Administration | 2nd week of school/August | | | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|----------|---|---|--------------------------------------|
| 4 | Administer TFI 3.0 to obtain baseline data. Based on the results of the TFI, prioritize one item for implementation focus. | Leadership Team and student input | Window - Fall September/October 2025 |
| 5 | Teachers will receive PD to ensure all staff are further trained in responses to contextually inappropriate behavior; specifically in de-escalating crisis behaviors and in developing a standard protocol to safely support crisis student(s) until more intensive supports can be put in place. | Administration, Strategists, and SPED Leads | By September 5, 2025 |
| 6 | PBIS LEAD Team will create the Shared Space room "The Beehive" to implement student motivation, SEL support, and Student acknowledgement systems. | Leadership Team | By September 15, 2025 |
| 7 | Teachers will receive targeted Professional Development on cultural competency, de-escalation strategies and behavioral modification, motivation strategies, and building authentic rapport with students. | Administration, SPED, CCSD Behavior and/or Equity and Diversity | November, 2025 |
| 8 | Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress. | Leadership Team and student input | Window - Winter January - February |
| 9 | Continue to work on strengthening Tier I PBIS implementation while monitoring behavioral data (suspensions) and streamlining responsiveness to any data relevant issues. | Administration and Leadership Team | Ongoing-(September25-May 26) |
| 10 | Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress. (Determine reduction effect on exclusionary discipline.) | Leadership Team and student input | Window - Spring May 2026 |

Position Responsible: Administration

Resources Needed: TFI 3.0

Staff: PBIS LEAD Team

Teachers and Support staff

Wrap Around Services

PBIS.org

PBISworld.com

MTSS

Shared Space "Beehive" materials

Evidence Level

Level 1: Strong: MTSS, PBIS

Level 4: Demonstrate Rationale: Wraparound

Priority Problem Statements

Problem Statement 1: Dedicating time and consistent scheduling for the most appropriate highly effective professional learning opportunities that strategically support impactful Tier I instruction; including purposeful and productive student discourse, modeling within small group instruction, and scaffolding for student groups that struggle. We need to continue to develop a deeper understanding of the required instructional curriculum and the planning of effective project based learning and tasks requiring application of skills and strategies that align with the rigor of Spring Map and SBAC state assessments.

Critical Root Cause 1: We determined a need for students to access foundational math facts/skills, and for Teachers to continue professional learning of the actual rigor and standards alignment to State Assessments. Teachers require continued professional learning on differentiated Tier I instructional strategies; including properly unwrapping the standards, knowledge of the Standards of Mathematical Practices (SMPs), consistent use of models and math manipulatives in real world application of math skills, teacher and student modeling of problem solving strategies, and engaging in Math discourse utilizing academic vocabulary when justifying and reasoning identified problem solving strategies.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Tier II/Tier III interventions for "at risk" students were not consistently provided during the Tier I math block. Although tutoring invitations were provided for students to choose before and after school support, it did not specifically target the students that would most benefit intervention. As well, the focus was on general math facts, rather than diagnostic and prescriptive gap closures for identified struggling students.

Critical Root Cause 2: Effective and consistent intervention systems, structures, and support for providing "at risk" prescribed interventions were not in place schoolwide within the Math Block.

Problem Statement 2 Areas: Student Success

Problem Statement 3: The Schoolwide Behavioral Expectations have been successfully received and implemented by staff and students. However, Spring TFI data shows there is a need to ensure all staff are further trained in responses to contextually inappropriate behavior; specifically in de-escalating crisis behaviors and in developing a standard protocol to safely support crisis student(s) until more intensive supports can be put in place.

Critical Root Cause 3: While the initial rollout of the Tier I PBIS system of 4 BEEs schoolwide behavioral expectations and reward system (BEE Tickets) has been successfully received and implemented for the large majority of students, when there are crisis situations, some staff continue to find it difficult to recall the minor to major continuum of reporting and resolution and lack immediate crisis intervention strategies in response to escalated behaviors.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Lack of strategic implementation of Tier II/III prescriptive, targeted, and consistent interventions, which were not fully developed and embedded within the Math block, nor were interventions discussed and modeled extensively within PLCs or professional development. A strategic model for Tier II/III diagnostics and prescribed interventions must be scheduled within the math block, modeled within professional development, and consistently monitored for all staff.

Critical Root Cause 4: School and Staff did not strategically focus on closing achievement gaps for all of the identified "at risk" population of students due to the increased focus on understanding new curriculum for new staff, improving Tier I instructional strategies, and raising proficiency levels for all students.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: Need to reduce Exclusionary Discipline Practices for all students particularly focusing on our Black student group, which had a higher percentage of students involved in RPC, SWI, and Suspensions as compared to the total Black student population.

Critical Root Cause 5: We require continued support for Tier II and III behavioral intervention and de-escalation strategies within the school. We have a Special Needs Behavior

program that is identified for intensive behavioral support due to their ED disability. Our students enrolled in our STAR program are receiving multiple varied supports and interventions for their needs, however, their removals were for student safety concerns. 11/23 students given RPC, Suspensions were identified as Black. 8 out of those 11 students given RPCs, SWI, and/or Suspensions are in the STAR Program (supporting significant behavioral disabilities). Intensified support and full staffing in this program is imperative.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - All listed Data types as well as observational data

Adult Learning Culture

- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Walk-through data
- Other
 - All listed data choices, including Classroom observational data

Connectedness

- Behavior
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Volunteer opportunities, attendance, and participation

Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|--------------------------------|-----------------|-------------------------------------|---|
| General Funds Allocation | \$ 3,436,154.68 | Pay for staff | Goal 1, 2, 3 |
| At-Risk Weighted Allocation | \$ 120, 539.44 | RBG3 Coach | Goal 1, 2, 3 |
| EL Weighted Allocation | \$ 74, 917.33 | Offset for staff funding | same goals as General Funds Allocation to support needed staffing |
| General Carry Forward | \$ 458, 235.92 | Monies not usable | money was originally in our budget but was used as offset money that the district absorbed during the 24-25 school year |
| At-Risk Weighted Carry Forward | \$ 49, 956.85 | Offset for staff funding | same goals as General Funds Allocation to support needed staffing |
| EL Weighted Carry Forward | \$ 45, 899.89 | Offset for staff funding | same goals as General Funds Allocation to support needed staffing |
| | | | |
| | | | |
| | | | |
| | | | |

School Continuous Improvement Team

| Team Role | Name | Position |
|------------------|------------------------|---------------------|
| CI Team | Tricia Bledsoe | Specialist |
| CI Team | Valerie Sevilla | Parent |
| CI Team | Megan Chatterton | Support Staff |
| CI Team | Bianca Campana | Teacher |
| CI Team | Danni Cuchiara | SPED Teacher |
| CI Team | Lyle Galante | Teacher |
| CI Team | Lisa Skippergosh-Young | Counselor |
| CI Team | Ellen Jenkins | RBG3 Coach |
| CI Team | Joseph Vincich | Teacher |
| CI Team | Jennifer Hornyak | Assistant Principal |
| CI Team Lead | Traci McLaughlin | Principal |

Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---------------|--|
| Met with Neal Lead Team to develop plan | June 14, 2025 | Great effectiveness to have full team engagement to develop a focus and plan. Data analysis and information is shared within the plan. |