Clark County School District

Neal, Joseph M. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

District Approval Date: August 5, 2026 **Public Presentation Date:** August 28, 2026

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

Revised/Approved: August 7, 2026

Student Success

Student Success Areas of Strength

During the 2025-2026 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 52% (Spring), showing 22% growth towards projected proficiency and increasing from the previous year by 7%.***
- ***From Fall to Spring, the percentage of students projected to be proficient increased by 22% on the Math MAP assessment.***
- ***From 28% in Fall to 41% of our student population is performing at or above the 70th percentile proficiency on the Spring Math MAP Assessment, which was a 13% growth of the student population performing at this level.***
- ***79% of our student population in grades K-5 met their projected growth goals for Math MAP Assessment from Fall to Winter (growth of 9% from previous year).***
- ***All grade levels (except 1st grade who fell back in Spring), showed growth in the percentage of students at or above the 61st percentile with MAP Math overall growth ranging from 10% to 25% in grade level data.***
- ***From Fall to Spring, there was a 14% increase in the number of students performing at or above the 61st percentile on the Math MAP assessment.***
- ***Students performing in the 40th-59th and the 80th-99th percentile bands are exceeding typical achievement expectations as measured by the Median Growth Percentile in Math based on the Math MAP assessment.***
- ***There was a significant reduction in the number of at-risk students in our Hispanic/Latino 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 Two or More Races ethnicity group.***

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 12% of our student population continuing to progress to the highest achievement band (70th percentile and above). This shows a growth of 12% of students added to this high achieving population throughout this year.

Upcoming SBAC Data - TBD (previous years' data seen below)

- *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)*

Student Success Areas for Growth

During the 2025-2026 school year, according to the Math MAP assessment, in the area of Math;

- *In Winter, 69% of Kindergarten students met their projected growth target, compared to 74% meeting projected growth in Spring.* ***(Overall Average % meeting Projected Growth 72% met projected growth)***
- *In Winter, 79% of 1st grade students met their projected growth target, compared to only 44% in Spring.* ***(Overall Average % meeting Projected Growth 62% met projected growth)***
- *In Winter, 80% of 2nd grade students met their projected growth target, compared to only 51% in Spring.* ***(Overall Average % meeting Projected Growth 66% met projected growth)***
- *In Winter, 75% of 3rd grade students met their projected growth target, compared to only 34% in Spring.* ***(Overall Average % meeting Projected Growth 55% met projected growth)***
- *In Winter, 69% of 4th grade students met their projected growth target, compared to only 64% in Spring.* ***(Overall Average % meeting Projected Growth 67% met projected growth)***
- *In Winter, 97% of 5th grade students met their projected growth target, compared to only 74% in Spring.* ***(Overall Average % meeting Projected Growth 86% met projected growth)***

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. We must engage in the following areas for growth opportunities:

****Collective PLC lesson design to master grade level standards***

****Establish consistent tracking of student proficiency based on CRT projections and aligned SBAC Suite practices and test preparation / Standards mastery***

****Consistent monitoring and immediate relevant feedback by Administration and Coaches***

Upcoming SBAC Data - TBD (previous years' data/info plan seen below)

- *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	There is 10*% achievement gap between LEP and non LEP students based on Spring MAP students meeting projected proficiency. There were 9.6% students proficient last year on the WIDA assessment, and this year there were 24.1 % of LEP students proficient on the WIDA assessment. Please note that there is less than 10% of the student population identified as LEP.* *Based on 25-26 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.* *The school will need funding to help pay teachers or find teachers willing to do this without pay throughout the year. Teachers will need to volunteer their services to provide any viable before/after school tutoring.*	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 i-Ready and 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.
Foster/Homeless	Attendance and enrollment consistency, along with emotional needs are often impediments to continued and sustained growth for this population of students. *(2% population)*	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.
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 all at risk students (MAP 40th%ile and below). These students require SLPP/SMPP data tracking and Tier II/III academic 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 for tutoring. The school will need additional funding or teachers will need to volunteer their services to provide any viable before/after school tutoring.	RBG3 Learning Strategist and Classroom teachers provide differentiated instruction and prescribed interventions with available tools; including IXL practice, enVision Math Intervention library lessons, Fastbridge intervention lessons, and Tutoring offered before/after school, if possible.

Student Group	Challenge	Solution
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 at 49% not proficient -29 students) must receive targeted support to meet identified growth goals. 53% of Black students did not meet their Math Projected Proficiency. The challenge is to ensure that time is allotted for intervention and progress monitoring to occur for all identified "at risk" students. These students require SLPP/SMPP data tracking and Tier II/III 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.The school will need additional funding or teachers will need to volunteer their services to provide any viable before/after school tutoring.	RBG3 Learning Strategists and Classroom teachers provide differentiated instruction and prescribed interventions with available tools; including, IXL practice, enVision Math intervention library lessons, Fastbridge intervention lessons, and Tutoring offered before/after school, if possible.
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 during all state and benchmark assessments. The support staff and SPED teachers require more individualized and collective knowledge about i-Ready Benchmark Assessments and SBAC testing, as well as identified time allotted for collaborative standards based planning between SPED and Gen Ed teams. Targeted identification of Test AGP Goals for IEP students needs to be developed with the SEIF, Teachers, and Administrative Team.	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 identified gap closure goals and 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 within self contained classrooms / or 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 all at risk and identified struggling students.
Critical Root Cause: Effective and consistent intervention systems, structures, and support for providing "at risk" prescribed interventions were not fully in place school-wide within the Math Block.

Problem Statement 2 (Prioritized): Although students showed significant growth in Fall to Winter on the Math MAP Assessment (79% met projected growth goals), there was a noticeable decline in meeting projected growth goals from the Winter to Spring assessment (54% met growth goals).
Critical Root Cause: Some classrooms/educators did not teach to mastery of standards and continue to ensure students were monitored to meet their projected growth goals, ensuring that instructional practices and rigor fully aligned with state assessment expectations. The testing window between the SBAC Assessment and End of Year Benchmark assessment for grades 3-5 was roughly a two week window, possibly slowing student momentum and impacting student focus for meeting end of the year goals.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students projected proficient in math 10 percentage points from fall (2026) to winter (2026), and 5 percentage points from winter (2026) to spring (2027) as measured by i-Ready Growth Assessments.

Formative Measures: i-Ready Growth Data
SLG Data
Fast Bridge Data
enVision Math module assessment data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Consistently implement Tier II mathematics instruction with appropriate interventions using cohesive, prescribed materials in small group during the math instructional block.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review the lesson plan template that incorporates Tier II intervention within the Tier I math block.	Joe Vincich, Ellen Jenkins, Traci McLaughlin, Danni Cuchiara	Summer 2026	
2	Establish and communicate expectations for the prescribed Tier II and III Math Intervention Block to align with prescribed MTSS guidelines; including intervention menus, data analysis, groupings, timeline, resources, lesson planning (template), and consistent math routines established.	Administration/ Lead Team	August 2026	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
3	Engage in monthly observations/coaching to ensure interventions are taking place in all classroom settings.	Administration	Monthly (August 2026 to May 2027)	
4	Targeted focus on a rigorous Math SLG, requiring students to use a comprehensive rubric and teachers to utilize calibrated grading procedures; 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 and Module Mastery.	Administration, Lead Team Strategists, All Teachers	Monthly (Protocol Training in September 2026 and Data Monitoring beginning from October 2026 to end of March 2027)	
5	Utilize test preparation resources through AARSI within the SBAC suite to provide supplemental instruction aligned to a consistent rigorous expectation and spiral review throughout the year.	Administration, Lead Team Strategists, All Teachers	Routine Established (Beginning of September 2026 through April 2027)	

Position Responsible: Administration and Lead Team (Dr. Jenkins, Mr. Vincich, Ms. Cuchiara, Ms. McCoy)

Resources Needed: Site Based Training and Coaching Calendar
Use of Lesson plan template for interventions
enVision Intervention Lesson Library
Fastbridge Intervention Lesson Library
Use of Grade Level SLG rubrics
Academic Vocabulary identified
Use of Kathy Richardson Intervention Kits (K-1)
Partnership with AARSI
IXL Math

Evidence Level
Level 1: Strong: enVision Math
Level 2: Moderate: iReady Benchmark 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, to help support and enhance collective efficacy between grade levels and colleagues. Grade levels consistently met with Administration and Learning Strategist, 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, Kathy Richardson Math (Developing Number Concepts K-1), and Amplify Science Curriculum. The school's specific support of HMH Professional Development along with LETRS Training, 95 Phonics "Gem school" modeling and learning cycles, targeting 3rd-5th grade classroom instruction with aligned SBAC suite resources, formats, and methods, and offering professional development to aligned school goals 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/Grade Level and Teacher Need) to continue strengthening consistent and effective Tier I instruction. We must also purposefully and strategically focus on closing achievement gaps for identified high priority "at risk" students by increasing staff capacity for Tier II/III prescriptive, targeted, and consistent interventions and mentoring for struggling students below the 40th percentile.

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, Crisis Response Team, SPED SEIF) in how to best meet the emotional needs of this student population.

Student Group	Challenge	Solution
English Learners	The challenge is to ensure that our lowest performing student group(s) are identified as "High Priority Students" and these students have a teacher mentor and SLG goal setting plan for language acquisition. ***Based on 25-26 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 were available to provide before/ after school tutoring to help close gaps in learning, specifically for WIDA preparation for EL students have been limited. Teachers will need to volunteer their services to provide any viable before/after school tutoring. There must be a comprehensive language acquisition support modeled for all teachers by RBG3 strategist, CCSD EL support resources, and Administration.	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 high priority at risk students taking the WIDA assessment.
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 and Clerk).	The Counselor will support the identification of targeted students requiring additional instruction and interventions within PLC data analysis meetings and RTI structures alongside classroom teachers. 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.

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 (i-Ready 40th%ile and below). These students require SLG and SMPP data tracking and Tier II/III 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. We will continue to use IXL for interventions along with the Fastbridge lesson library. The school will need additional funding or teachers will need to volunteer their services to provide any viable before/after school tutoring.	Teachers, Learning Strategists, Administration will collaborate in PLCs on effective student instruction and targeted interventions based on prescriptive diagnostic and intervention tools (Fastbridge, IXL, i-Ready). The use of the tools and consistent progress monitoring will be reviewed on a rotational basis through RTI.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	The challenge is to ensure that our lowest performing student group(s) are identified as "High Priority Students" (Specifically our Black/African American population) and these students should 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 (i-Ready 40th%ile and below). Consistent school-wide data tracking and prescribed Tier II/III intervention support will need to start for all students within their Math block and within invited tutoring groups. Teachers will need to volunteer their services to provide any viable before/after school tutoring. However, due to severe budget constraints, we were also not able to purchase additional prescriptive diagnostic and intervention tools. We will continue to use IXL Math intervention lessons and the Fastbridge intervention lesson library.	Teachers, Learning Strategists, Administration will collaborate in PLCs on effective student instruction and targeted interventions based on prescriptive diagnostic and intervention tools (Fastbridge, IXL, i-Ready Benchmarks). The use of the tools and consistent progress monitoring will be reviewed on a rotational basis through RTI. *** Seeking to reduce Exclusionary Discipline Practices for our Black student group- This goal for support will be targeted within Student Connectedness. All Staff will be given PD on Trauma Informed Practices and items related to rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when in crisis.

Student Group	Challenge	Solution
Students with IEPs	The challenge is to ensure that our lowest performing student group(s) are identified as "High Priority Students" and these students should have a teacher mentor and SLG/Growth goal setting plan.Teachers must ensure that time is allotted for intervention and progress monitoring to occur for these specific at risk students (i-Ready 40th%ile and below). Consistent school-wide data tracking and prescribed Tier II intervention support will need to start for all IEP students. The student population in Self-contained classrooms and within resource support will also be monitored for meeting identified growth targets. SPED teachers need to experience Modeling for effective academic centers using CCSD approved curriculum, as well as monitoring and score-boarding student goal-setting within the classroom. Targeting and tracking IEP goals and the effective use of approved curriculum will be monitored by the SEIF/Administration as a team.	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 and use of approved curriculum. *** Seeking to reduce Exclusionary Discipline Practices for our Black student group, this goal for support will also be targeted within Student Connectedness. However, Staff will be given PD on items related to trauma informed practices, rapport building, proactive and positive PBIS supports and praise cues, as well as effective de-escalation techniques when in crisis.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There was not specific dedication of time and consistent scheduling for highly effective mathematics 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 benchmark testing 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 mathematic interventions modeled extensively within coaching for all grade levels/SPED Department because there was a focus on HMH and LETRS training and capacity building. 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: 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 curricula for staff, improving Tier I instructional strategies, and raising proficiency levels for all students in ELA. Strategic monitoring for all student growth and mastery in Math will be modeled and monitored.

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 i-Ready/SBAC Assessments.

Formative Measures: PLC planning agendas
Observational and Focal Point Walks
i-Ready data
SBAC Data
enVisions Math Module assessment data
Fastbridge Diagnostics and Screeners
IXL Study Plan Data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: We will continue to improve targeted Intervention supports within PLCs using an aligned agenda for all meetings. We will continue to 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 opportunities, and consistently monitored by Administration. Frequent data analysis within PLCs and monthly monitoring with the Lead Team will identify the impact in interventions and instructional alignment for student need.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 i-Ready data, enVisions formative assessments, IXL student study plan	Administration, Strategists, and teachers	Ongoing - August 2026 - May 2027	
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 will be used school-wide	Administration, Strategists, and teachers	Ongoing, starting week of August 24, 2026	
3	Teachers will use Fastbridge screeners, enVisions baseline unit assessments, benchmark assessment data, and IXL assessments to drive instruction and identify small groups for intervention purposes.	K-5 Teachers	B.O.Y Baseline testing - August Ongoing through May 2027	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 1, 2026	
5	Math Block planning and Intervention Strategies Professional Development will be offered as well as Coaching after initial groupings and intervention PD is initialized.	Administration, Strategists, and teachers	Begins September 21, 2026 (every 6 weeks)	
6	Implement monthly Data Analysis in Grade Level PLCs to review effectiveness of intervention (SLG's, intervention exit tests, current benchmark assessments, Math unit grades). Ensure groupings are flexible and responsive to student needs and progress or digression trends. Analysis of student group growth will inform next steps for PD. Leadership Team will monitor and discuss further student concerns during rotational RTI meetings on a weekly basis.	Administration and teachers	Monthly beginning in September 2026	

Position Responsible: Administration and Leadership Team

Resources Needed: enVision Mathematics Common Core Core 2020
IXL (independent Goal-setting)
Benchmark 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: enVision Math, Analyze data in PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 2

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.

Formative Measures: SBAC SUITE of Tools for Assessment
Lesson Plans
Focal Point and Observational data
enVision Mathematics Common Core Core 2020
IXL (independent Goal-setting)
i-Ready formative/SBAC summative assessment

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide Professional Development in deep dive i-Ready and SBAC Data Analysis and identifying key target areas for intervention and focus	AARSI - Sandra Ratner and Administrators/ Lead Team	By 3rd week of September 2026	
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 of October 2026	
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 2026 - May 2027	

Oct	Feb	June
No review	No review	

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 2025-2026 Tiered Fidelity Inventory, it was established that the school-wide 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 95% of students surveyed could identify the Schoolwide 4 BEEs, targeting Behavioral Expectations: (Be Kind, Be Respectful, Be Responsible, Be Safe). More than 98% 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 SEL and curricular interactions with students and within classroom chats and restorative practices. As well, greater than 95% of educators consistently and equitably acknowledge students with earned Bee Tickets reward system. 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 specific guidance in following the 4 Bees. The PBIS system of Bee Tickets has 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. All student populations and groups are invested in the 4 Bees expectations and reward system.

Connectedness Areas for Growth

2025 - 2026 school year

PBIS system -

*Formalize the PBIS Team's meeting efficacy and focus on development of all 8 TFI procedures listed for optimal collaboration and impact on MTSS/PBIS practices

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

*Tier II/III training on de-escalation strategies and behavioral modification, restorative practices, and effective student motivation strategies must be implemented across all settings

*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.

*Develop specific data trackers for Behavioral documentation within the classroom (teacher and student self-monitoring use)

*The School-wide Beehive Reward Room and the Sensory Room (de-escalation) will be rolled out to staff and then students at the start of the year

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A

Student Group	Challenge	Solution
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	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 186 Behavior Events, there were 8 Restorative Justice resolutions, 17 Suspensions, 0 Expulsions, and 247 Behavior Resolutions. However, the suspensions that were identified with Black students were majoritively from the STAR classroom: 12 of 17 suspension 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 71% of Suspensions / SWI according to IC Data.	Teachers will provide differentiated instructional and behavioral support as needed. We will offer CCSD related services support, mentoring, and tutoring to support students in specific deficit areas. Develop Home-to-School connections with families to support student growth and behavioral regulation. Invite parents into the school to help partner and support student/ school goals. Counselor outreach to support family needs. *Staff PD will be given on items related to trauma informed practices, 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 2026-2027. *PBIS Reward Systems (Beehive-Shared Space and Sensory Room) 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 when in crisis.

Student Group	Challenge	Solution
Students with IEPs	We are seeking to reduce Exclusionary Discipline Practices for our Black student group who are also IEP students in a special program. Data reveals that 16 out of 17 students receiving Suspension/SWI removals in Behavioral Discipline in IC had IEP's. Out of 186 Behavior Events, there were 8 Restorative Justice resolutions, 17 Suspensions, 0 Expulsions, and 247 Behavior Resolutions. However, the suspensions that were identified with IEP students were majoritively from the STAR classroom: 16 of 17 events were from those IEP students in that program, some of whom received multiple suspensions. Students are already identified as having ED eligibility, self-regulation and behavioral safety concerns, within a school setting. This IEP group accounted for more than 26% of the SPED population receiving a Suspension with Instruction, according to IC Data.	SEIF, Special Education Teachers, General Education Teachers, Learning Strategists, and Counselor to provide support as needed. Teachers will provide differentiated behavioral support as needed. We will offer CCSD related services support, mentoring, and tutoring to support students in specific deficit areas. Develop Home-to-School connections with families to support student growth and behavioral regulation. Invite parents into the school to help partner and support student/school goals. Counselor outreach to support family needs. *Staff PD will be given on items related to trauma informed practices, 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 2026-2027. *PBIS Reward Systems (Beehive-Shared Space and Sensory Room) 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 when in crisis.

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 lack immediate crisis intervention strategies and appropriate responses to initial or repeated Tier II/III 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 and Suspensions with Instruction (all these identified students were in the STAR program) as compared to the total Black student population.
Critical Root Cause: We are requesting continued, intensified support for Tier II and Tier III behavioral interventions, proactive strategies, and de-escalation measures. To ensure student and staff safety, it is imperative that our specialized behavior program is fully staffed. Our school operates the STAR Program, a specialized behavioral program designed to provide intensive, varied interventions for students with significant behavioral disabilities (specifically those identified with Emotional Disturbance). While these students receive comprehensive layers of support, escalating safety concerns have recently required a number of exclusionary disciplinary actions (Suspensions/RPCs). A review of recent incident data highlights the urgent need for additional proactive resources and stable staffing within the program: There were 17 total Suspension related incidents requiring removal: 16 Suspensions with Instruction 1 In-House Suspension A total of 8 unique students were involved in these 17 incidents. All but one of these students are currently enrolled in the STAR

Program. Required Parent Conferences (RPCs): Of the 7 RPCs issued, the breakdown is as follows: 4 students were Black and enrolled in the STAR program. 1 student was Hispanic and enrolled in the STAR program. 1 student was a Hispanic General Education student (involved in 2 incidents). Demographic Breakdown of Incidents: Black Students: 4 students were involved in 12 incidents (including 3 repeat offenders). Hispanic Students: 2 students were involved in 2 incidents. Mixed-Race Students: 1 student was involved in 2 incidents. White Students: 1 student was involved in 1 incident. In conclusion, the data reflects a concentrated need within our most intensive behavioral program, particularly among our Black students requiring Tier III support. To reduce removals, maintain safety, and effectively implement de-escalation strategies, immediate and full staffing of the STAR Program and supporting roles (a SEIF and Assistant Principal) is critical.

Inquiry Area 3: Connectedness

SMART Goal 1: Strengthen School-wide Tiered 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 2026-2027 school year, as measured by school-wide behavior data.

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

Aligns with District Goal

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Provide Professional Development partnering with the Crisis Response Team that focuses on "Trauma Informed Practices" and understanding the paradigm of needs that some children experience in classrooms today.	Administration and Counselor	August 7, 2026	
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 for reteaching and refreshers.	Administration and PBIS Lead Team	August 7, 2026	
3	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 and Counselor	August 2026 and ongoing	
4	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 and Counselor	2nd week of school / August 2026	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
No review	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
5	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 2026	
6	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 4, 2026	
7	PBIS LEAD Team will introduce the Shared Space room "The Beehive" to implement student motivation, SEL support, and Student acknowledgement systems. Classrooms will tour the shared space and encourage student motivation for best behavior.	Leadership Team	By September 4, 2026	
8	Teachers will receive targeted Professional Development on cultural competency, de-escalation strategies and behavioral modification, motivation strategies, and building authentic rapport with students.	Administration, Counselor, SPED, CCSD Behavior and/or Equity and Diversity	By November, 2026	
9	Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.	Leadership Team and student input	Window - Winter January - February	
10	Continue to work on strengthening Tier I PBIS implementation while monitoring behavioral data (suspensions) and streamlining responsiveness to any data relevant issues. Develop mentorship opportunities and Crisis supports for the STAR classroom.	Administration, Counselor, and SPED Team	Ongoing-(August 17-May 2027)	
11	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 2027	

Position Responsible: Administration, Counselor, PBIS Lead Team

Resources Needed: TFI 3.0
Staff: PBIS LEAD Team
Wrap Around Services
PBIS.org
PBISworld.com
MTSS Guidance
Shared Space "Beehive" materials

Sensory Calming room materials

Evidence Level
Level 1: Strong: MTSS, PBIS
Level 4: Demonstrate Rationale: Wraparound

Problem Statements/Critical Root Cause: Connectedness 1, 2

Priority Problem Statements

Problem Statement 1: 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 all at risk and identified struggling students.

Critical Root Cause 1: Effective and consistent intervention systems, structures, and support for providing "at risk" prescribed interventions were not fully in place school-wide within the Math Block.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There was not specific dedication of time and consistent scheduling for highly effective mathematics 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 benchmark testing and SBAC state assessments.

Critical Root Cause 2: 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 Areas: Adult Learning Culture

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 lack immediate crisis intervention strategies and appropriate responses to initial or repeated Tier II/III 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 mathematic interventions modeled extensively within coaching for all grade levels/SPED Department because there was a focus on HMH and LETRS training and capacity building. 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: 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 curricula for staff, improving Tier I instructional strategies, and raising proficiency levels for all students in ELA. Strategic monitoring for all student growth and mastery in Math will be modeled and monitored.

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 and Suspensions with Instruction (all these identified students were in the STAR program) as compared to the total Black student population.

Critical Root Cause 5: We are requesting continued, intensified support for Tier II and Tier III behavioral interventions, proactive strategies, and de-escalation measures. To ensure student and staff safety, it is imperative that our specialized behavior program is fully staffed. Our school operates the STAR Program, a specialized behavioral program designed to provide intensive, varied interventions for students with significant behavioral disabilities (specifically those identified with Emotional Disturbance). While these students receive comprehensive layers of support, escalating safety concerns have recently required a number of exclusionary disciplinary actions (Suspensions/RPCs). A review of recent incident data highlights the urgent need for additional proactive resources and stable staffing within the program: There were 17 total Suspension related incidents requiring removal: 16 Suspensions with Instruction 1 In-House Suspension A total of 8 unique students were involved in these 17 incidents. All but one of these students are currently enrolled in the STAR Program. Required Parent Conferences (RPCs): Of the 7 RPCs issued, the breakdown is as follows: 4 students were Black and enrolled in the STAR program. 1 student was Hispanic and enrolled in the STAR program. 1 student was a Hispanic General Education student (involved in 2 incidents). Demographic Breakdown of Incidents: Black Students: 4 students were involved in 12 incidents (including 3 repeat offenders). Hispanic Students: 2 students were involved in 2 incidents. Mixed-Race Students: 1 student was involved in 2 incidents. White Students: 1 student was involved in 1 incident. In conclusion, the data reflects a concentrated need within our most intensive behavioral program, particularly among our Black students requiring Tier III support. To reduce removals, maintain safety, and effectively implement de-escalation strategies, immediate and full staffing of the STAR Program and supporting roles (a SEIF and Assistant Principal) is critical.

Problem Statement 5 Areas: Connectedness

Problem Statement 6: Although students showed significant growth in Fall to Winter on the Math MAP Assessment (79% met projected growth goals), there was a noticeable decline in meeting projected growth goals from the Winter to Spring assessment (54% met growth goals).

Critical Root Cause 6: Some classrooms/educators did not teach to mastery of standards and continue to ensure students were monitored to meet their projected growth goals, ensuring that instructional practices and rigor fully aligned with state assessment expectations. The testing window between the SBAC Assessment and End of Year Benchmark assessment for grades 3-5 was roughly a two week window, possibly slowing student momentum and impacting student focus for meeting end of the year goals.

Problem Statement 6 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
    - IXL Data

Adult Learning Culture

- Coaching Logs
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Walk-through 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	$ 2,959,856.18	Pay for staff and General Supplies	Goal 1, 2, 3
At-Risk Weighted Allocation	$ 114,100	Offset for staff funding	same goals as General Funds Allocation to support needed staffing
EL Weighted Allocation	$ 71, 517.61	Offset for staff funding	same goals as General Funds Allocation to support needed staffing
General Carry Forward	$ 123,027.40	Offset for staff funding	same goals as General Funds Allocation to support needed staffing
At-Risk Weighted Carry Forward	$ 2,011.13	Offset for staff funding	same goals as General Funds Allocation to support needed staffing
EL Weighted Carry Forward	$ 210.02	Offset for staff funding	same goals as General Funds Allocation to support needed staffing

School Continuous Improvement Team

Team Role	Name	Position
CI Team	Christopher Jones	STAR Teacher
CI Team	Tricia Bledsoe	Teacher
CI Team	Elaine Gardner	Support Staff
CI Team	Brittani Williams	Specialist
CI Team	Danni Cuchiara	SPED Teacher
CI Team	Lyle Galante	Teacher
CI Team	Angela McCoy	Counselor
CI Team	Ellen Jenkins	RBG3 Coach
CI Team	Joseph Vincich	Teacher
CI Team Lead	Traci McLaughlin	Principal

Community Outreach Activities

Activity	Date	Lesson Learned