

Clark County School District
Ward, Kitty McDonough ES
2025-2026 School Improvement Plan

Classification: 4 Star School



Mission Statement

The mission of Kitty Ward Elementary School is to provide a safe, enthusiastic, and challenging environment that fosters learning and achievement for all students. The school emphasizes a community approach, where students, staff, and families collaborate to achieve academic success and social growth.

Vision

Kitty Ward Elementary School's vision is to foster a safe, enthusiastic, and challenging environment where students, staff, and families collaborate to achieve academic success and social growth. The school believes that all things are "paws-i-ble" through teamwork, a safe learning environment, mutual respect, and hard work. It focuses on accelerating learning and ensuring that every child is encouraged, supported, and provided with opportunities to develop meaningful goals and strengthen their character.

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/kitty_mcdonough_ward_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

MATH: We exceeded our math goal by 10%. Ending the year at 60% of our students at or above the 70th percentile. We also closely monitored the 41st percentile and above. It significantly improved from 69% in the fall to 80% in the spring.

MATH: Kindergarten: 61% (spring) -2% from winter

First Grade: 75% (spring) +9%

2nd Grade: 66% (spring) +1%

3rd Grade: 58% (spring) +1%

4th Grade: 63% (spring) +14%

5th Grade: 40% (spring) +10%

MATH OVERALL: 60% +10%

This overall score surpasses our spring goal of 50%.

To support math instruction, our teachers attended two full days of Kagan training to increase meaningful discourse and student engagement. We also utilized Number Talks for the first 15 minutes of each math lesson, writing in math with our SLG/PPGs, and consistently using learning intentions and success criteria. We also purchased Kathy Richardson's small-group math materials and provided an after-school professional development session on small-group lessons for Tier I math. Our teachers also focused on math facts, and students utilized Edmentum daily.

Additionally, our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.

Student Success Areas for Growth

READING: We did not meet our reading goal of 55% of our students at or above the 70th percentile. We ended the year at 50%, representing an overall increase of 5% from the fall to the spring.

ELA: Kindergarten: 52% (spring) -1% from winter

First Grade: 62% (spring) +2%

2nd Grade: 57% (spring) -2%

3rd Grade: 51% (spring) +3%

4th Grade: 45% (spring) -3%

5th Grade: 39% (spring) -3%

ELA OVERALL: 50% -4%

This overall score is below our goal of 55%.

As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)

We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time constraints.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
	<p>There is 44% 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>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16,</p>	

English Learners

Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.

READING:

As for demographics, only four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/ African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)

We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time constraints.

The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students.

Student Group	Challenge	Solution
<p>Foster/Homeless</p>	<p>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.</p> <p>READING:</p> <p>As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)</p> <p>We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time</p>	<p>The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students.</p>

constraints.

There is currently no identifiable achievement gap between Foster/Homeless and not Foster/Homeless students.

Student Group	Challenge	Solution
<p>Free and Reduced Lunch</p>	<p>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.</p> <p>READING:</p> <p>As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)</p> <p>We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time</p>	<p>The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students.</p>

constraints.

There is currently no identifiable achievement gap between FRL and not FRL students.

Student Group	Challenge	Solution
<p>Migrant/Title1-C Eligible</p>	<p>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.</p> <p>READING:</p> <p>As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)</p> <p>We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time</p>	<p>The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students.</p>

constraints.

Student Group	Challenge	Solution
<p>Racial/Ethnic Minorities</p>	<p>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile. (Asian +24, Black/African American +16, Hispanic/Latino +21, Native Hawaiian/Pacific Islander +20, Two or more races +32, White +19) American Indian students showed a 67% increase in students at or above the 41st percentile.</p> <p>READING:</p> <p>As for demographics, four ethnic groups saw an increase in the number of students at or above the 70th percentile. (Asian +7, Black/African American -1, Hispanic/Latino +7, Native Hawaiian/Pacific Islander +30, Two or more races -7, White +6, American Indian -33)</p> <p>We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time</p>	<p>The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students.</p>

	constraints.	
Students with IEPs	<p>MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. As for demographics, every ethnic group, except for American Indian, saw an increase in the number of students at or above the 70th percentile.</p> <p>READING:</p> <p>We have learned that our teachers are still refining their skills with the new HMH reading program. They have had misconceptions about the program, and they are still learning about all the resources available to support their students more effectively. What has not helped their understanding of the program is that many of the grade levels divide up the subjects among themselves and then share their plans. Many of the teachers who did not spend the time developing the reading lessons themselves did not show adequate growth. Many also thought it was a scripted program, and they struggled with time management for certain parts of HMH (ex, vocabulary). We also did not implement as many school-wide trainings to support teachers with the new curriculum as we wanted due to time constraints.</p>	<p>The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), target small-group instruction, offer multiple opportunities for productive discourse throughout the lessons, and provide meaningful and rigorous Tier I instruction for all students. Co-teaching strategies will also be utilized to support Tier I, II, and III.</p>

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): *(We will update in the fall.) After reviewing data, attending PLC meetings, and conducting classroom observations, we identified a need to increase student engagement through academic discourse, enhance our Tier I instruction, maintain consistency with targeted small-group instruction, and ensure that all instructional

tasks are rigorous and truly aligned with the standards. With a strong focus on Tier I instruction, we should see an increase in MAP data from Fall to Spring. MATH: We will increase the percentage of students scoring above the 70th percentile in Math by +3 percentage points from the fall 2025 data to the winter 2025 data, and by another +3 percentage points from the winter 2025 data to the spring 2026 data, as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored. ELA: We will increase the percentage of students scoring above the 70th percentile in ELA by +3 percentage points from the fall 2025 data to the winter 2025 data, and by an additional +3 percentage points from the winter 2025 data to the spring 2026 data, as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored

Critical Root Cause: Lack of rigorous tier I instruction, inconsistent small group instruction, learning new ELA materials, not fully utilizing all math materials, and tasks not truly aligning with the NVACS standards.

Inquiry Area 1: Student Success

SMART Goal 1: School Goal 25-26:

25-26 MAP DATA:

MATH: Increase the percentage of students scoring above the 70th percentile in Math by +3 percent from fall 2025 (48%) to winter 2025 data (51%), and another +3 percent increase from winter 2025 (51%) to spring 2026 data (54%) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored. (winter 2025: 79%)

ELA: Increase the percentage of students scoring above the 70th percentile in ELA by +3 percent from fall 2025 (51%) to winter 2025 data (54%), and another +3 percent increase from winter 2025 (54%) to spring 2026 data (57%) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored. (winter 2025: 77%)

24-25 School Data:

WINTER DATA:

MATH: Increase the percentage of students scoring above the 70th percentile in Math from 39% in fall 2024 to 45% (winter) to 50% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

ELA: Increase the percentage of students scoring above the 70th percentile in ELA from 45% in fall 2024 to 50% (winter) to 55% (spring) as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored.

SPRING DATA (Act 3)

MATH: We exceeded our math goal by 10%. Ending the year at 60% of our students at or above the 70th percentile. We also closely monitored the 41st percentile and above. It significantly improved from 69% in the fall to 80% in the spring.

MATH: Kindergarten: 61% (spring) -2% from winter

First Grade: 75% (spring) +9%

2nd Grade: 66% (spring) +1%

3rd Grade: 58% (spring) +1%

4th Grade: 63% (spring) +14%
 5th Grade: 40% (spring) +10%
 MATH OVERALL: 60% +10%
 This overall score surpasses our spring goal of 50%.

READING: We did not meet our reading goal of 55% of our students at or above the 70th percentile. We ended the year at 50%, representing an overall increase of 5% from the fall to the spring.

ELA: Kindergarten: 52% (spring) -1% from winter

First Grade: 62% (spring) +2%

2nd Grade: 57% (spring) -2%

3rd Grade: 51% (spring) +3%

4th Grade: 45% (spring) -3%

5th Grade: 39% (spring) -3%

ELA OVERALL: 50% -4%

This overall score is below our goal of 55%.

Aligns with District Goal

Formative Measures: MAPs Growth Assessment

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Provide teachers with support and professional development to implement rigorous tier 1 instructional strategies and curriculum, continue with our PLC process and include learning intentions and success criteria, and continue to familiarize and utilize enVisions, HMH, Exact Path, Edulastic, 95 Phonics, etc.					Status Check		EOY Reflection
					Oct	Feb	June
					In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	-Weekly PLC meetings Weekly RTI and PBIS meetings with administration and RBG3	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May				
2	-Monthly leadership team meetings and cross-grade level instructional team meetings with administration	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
3	-Coaching Support (weekly, monthly, or by semester depending on the level of support needed) Coaching Logs will be utilized and tracked.	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May
4	-Administration will conduct weekly classroom observations.	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May
5	-Instructional Rounds will be held once per semester with teachers and administration.	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May
6	-Administration will hold after-school "Text Talks" (article studies) focused on instructional best practices once a month for all teachers who would like to attend. Administration will also hold required professional learning once a month before school. (8 MPs, Kagan, rigorous Tier I(envisions, HMH, 95 Phonics, etc.), writing across the curriculum, higher DOK level questioning, performance tasks)	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May
7	-Common formative and summative assessments, including data analysis	Principal, Assistant Principal, RBG3 Strategist	Weekly/ Monthly from August to May

Position Responsible: Heather Fonte

Resources Needed: Coach

Formative & Summative Assessments

Scheduled meetings and PLCs

Professional Texts

CCSD Tier I Monitoring Tool

Instructional materials

Funds for extra grade level planning time

Funds for professional development and texts/materials

Evidence Level

Level 1: Strong: CCSD Tier I Monitoring Tool

Level 2: Moderate: PSI

Level 3: Promising: enVisions, HMH, Exact Path, 95 Phonics, Number Talks, LI & SC, small group

Adult Learning Culture

Adult Learning Culture Areas of Strength

Our teachers attend Professional Learning Communities (PLCs) weekly to enhance their practice in analyzing grade-level data, unpacking the standards, developing grade-level formative and summative assessments, discussing best practices, and participating in professional development to improve tier I instruction.

Adult Learning Culture Areas for Growth

We must ensure that the excellent work done in the Professional Learning Communities (PLCs) is also reflected in the classroom. With the use of the District’s Tier I Monitoring Tool, weekly observations will be conducted to analyze instructional design and delivery, and student engagement.

- 1. Teachers engaged students with the learning intentions and success criteria at least 80% of the time while observing with the Tier I Monitoring Tool.
- 2. During observations with the Tier I Monitoring Tool, instruction is differentiated to best assist students in understanding skills and concepts through the use of varied grouping strategies and individual support, meeting students' needs at least 80% of the time.
- 3. Students are engaged in the learning process by owning the learning required to understand and/or master the standard, as observed with the Tier I Monitoring Tool.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students.

Student Group	Challenge	Solution
Foster/Homeless	time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students.
Free and Reduced Lunch	time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students.
Migrant/Title1-C Eligible	time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students. Three Square, clothing, donations, food donations

Student Group	Challenge	Solution
Racial/Ethnic Minorities	time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students.
Students with IEPs	scheduling conflicts with push in minutes vs. push in minutes, time for meaningful planning, 100% buy-in from all teachers, and a lack of follow-through from planning to instructional delivery, new staff members	Professional learning opportunities (targeted PDs, Text Talks, etc.) throughout the school year will be utilized to help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide Exact Path (ELA & Math), Kagan structures, targeted small-group instruction, and meaningful and rigorous Tier I instruction for all students. Providing Exact Path (ELA & Math), target small group instruction, meaningful and rigorous tier I instruction, and true co-teach instructional models.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): We must ensure that the excellent work done in the Professional Learning Communities (PLCs) is also reflected in the classroom. With the use of the District's Tier I Monitoring Tool, weekly observations will be conducted to analyze instructional design and delivery, and student engagement.

Critical Root Cause: We have not always observed the best practices discussed in Professional Learning Communities (PLCs) reflected in our classroom observations. This includes a surface-level use of learning intentions and success criteria, a lack of differentiation to assist students best, and missed opportunities for Kagan structures to enhance student engagement.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: We must ensure that the excellent work done in the Professional Learning Communities (PLCs) is also reflected in the classroom. Using the District's Tier I Monitoring Tool, weekly observations will be conducted to analyze instructional design and delivery, as well as student engagement. The 24-25 Tier I Monitoring data showed that 44% of classrooms effectively engaged students with learning intentions and success criteria, 51% provided differentiated instruction to assist students with concepts and skills, and 82% effectively engaged students in the learning process. We do not believe the 82% engagement data is truly accurate so that we will keep our goal at 70%. Our goal is to increase student engagement with the learning intentions and success criteria from 44% to 70%, differentiated and/or scaffolding instruction from 51% to 70%, and the number of students engaged in the learning process from 82% to 70%.

Aligns with District Goal

Formative Measures: 1.) Teachers engaged students with the learning intentions and success criteria at least 70% of the time while observing with the Tier I Monitoring Tool. 2.) During observations with the Tier I Monitoring Tool, instruction is differentiated and/or scaffolding is in place to best assist students in understanding skills and concepts through the use of varied grouping strategies and individual support, meeting students' needs at least 70% of the time. 3.) Students are engaged at least 70% of the time in the learning process by owning the learning required to understand and/or master the standard, as observed with the Tier I Monitoring Tool. This excludes students who are engaged in the work, but the teacher is primarily doing the thinking and processing for students.

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide teachers with professional learning on how to improve rigorous Tier I instruction, when to differentiate instruction, the importance of learning intentions and success criteria, and how these concepts tie in to NEPF Standard 4 and utilizing multiple Kagan structures, not just "turn and talks."				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Monthly Professional Development on classroom instruction	Principal, Assistant Principal, RBG3 Strategist	Monthly from August to May			
2	Tier 1 Monitoring Tool, four observations a week, data will be shared with staff monthly	Principal, Assistant Principal	Monthly from August to May			
Position Responsible: Heather Fonte						
Resources Needed: CCSD Tier I Monitoring Tool						
Evidence Level						
Level 1: Strong: CCSD Tier I Monitoring Tool						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

Within the Growth Mindset Categories from the Panorama Survey, we went down from winter in three out of four sections. We did increase our score with the question, “When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time?” We increased by 6%. This was the question on which our students scored the lowest.

Connectedness Areas for Growth

Part 1: Within the Growth Mindset Categories from the Panorama Survey, we went down from winter in three out of four sections. We are now 1% lower than CCSD under the

Growth Mindset Category. As a school, we did not target the importance of a growth mindset or metacognition within the classrooms.

Part 2: We did not meet our goal for chronic absenteeism. We finished the year at 9.8%, which is one percentage point higher than last year. As a staff, we did not completely adhere to attendance expectations or hold parents and students accountable for returning all makeup work.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.
Foster/Homeless	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.

Student Group	Challenge	Solution
Free and Reduced Lunch	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.
Migrant/Title1-C Eligible	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.
Students with IEPs	Lack of targeted lessons to help foster a growth mindset, all staff must adhere to the KW Attendance Policy, and continue to educate parents on the importance of attendance	Our PBIS team will use Panorama data to determine student perceptions on Growth Mindset, work ethic, feeling supported by the school, and which students require small-group lessons in SEL. The survey data may help us determine the root cause of students' absences. Our counselor will also provide targeted whole-class lessons focusing on emotional learning. Our PBIS system and House System are proactive school-wide programs that support all students in making positive choices. It is tiered to support all students at different levels.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Within the "Growth Mindset" section of the Panorama Survey, we observed that a significant number of our 3rd- to 5th-grade students exhibit a fixed mindset. We will increase the number of students demonstrating a growth mindset by 3 percentage points from fall to winter and an additional 3 percentage points from winter to spring. Panorama Growth Mindset Questions that will be monitored: How much can you increase the effort you give in school? How much can you improve your behavior in school? How much can you increase how smart you are? When you make a mistake on your school work, how often do you ask your teacher for ways you can do better next time?

Critical Root Cause: Students face challenging feelings (per Panorama Survey of 3rd-5th grade students), which could also contribute to our chronic absenteeism rate.

Inquiry Area 3: Connectedness

SMART Goal 1: 25-26 GOAL: Increase the percentage of students demonstrating a growth mindset under the "Growth Mindset" section. Based on our fall data, we will increase by +3 percent from winter and another +3 percent in the spring, as measured by the Panorama Survey for 3rd-5th grade students.

Based on 25-26 Panorama FALL Data (53%), our goal is to increase these GROWTH MINDSET categories by +3% by WINTER, +6% by SPRING.

Growth Mindset Questions that will be monitored for growth:

~How much can you increase the effort you give in school? (fall 59%)

~How much can you improve your behavior in school? (fall 61%)

~How much can you increase how smart you are? (fall 60%)

~When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time? (fall 33%)

25-26 GOAL: Reduce the percentage of students chronically absent from school from 10.1% (24-25 school year) to 6.8% (25-26 school year) from FocusED and the NV School Rating Report Card.

Aligns with District Goal

Formative Measures: Panorama Survey Data, FocusED Chronic Absenteeism Data

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide students with engaging and safe classroom environments to support all students' social-emotional growth (Tiers I, II, & III) to encourage daily attendance and strategies to work through difficult/challenging feelings.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Data review of Panorama Survey & FocusED	Principal, Assistant Principal, Counselor, RBG3	Monthly from August to May			
2	Parent contact from the administration	Principal, Assistant Principal, Counselor, RBG3	Monthly from August to May			
3	Weekly attendance reports	Principal, Assistant Principal, Counselor, RBG3	Monthly from August to May			
4	Develop and implement whole group and small group lessons to support a growth mindset	Principal, Assistant Principal, Counselor, RBG3	Monthly from August to May			
Position Responsible: Heather Fonte Resources Needed: Materials for small group instruction (ReThink ED) Materials for tier I growth mindset/classroom guidance lessons with the school counselor PBIS rewards (individual and class) Implementation of the RCA House System this 25-26 school year Panorama Survey FocusED School-wide Dojo and ParentLink Evidence Level Level 1: Strong: Panorama Survey Data Level 2: Moderate: IC & FocusED Attendance Data Level 3: Promising: CCSD climate and culture survey Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: *(We will update in the fall.) After reviewing data, attending PLC meetings, and conducting classroom observations, we identified a need to increase student engagement through academic discourse, enhance our Tier I instruction, maintain consistency with targeted small-group instruction, and ensure that all instructional tasks are rigorous and truly aligned with the standards. With a strong focus on Tier I instruction, we should see an increase in MAP data from Fall to Spring. MATH: We will increase the percentage of students scoring above the 70th percentile in Math by +3 percentage points from the fall 2025 data to the winter 2025 data, and by another +3 percentage points from the winter 2025 data to the spring 2026 data, as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored. ELA: We will increase the percentage of students scoring above the 70th percentile in ELA by +3 percentage points from the fall 2025 data to the winter 2025 data, and by an additional +3 percentage points from the winter 2025 data to the spring 2026 data, as measured by the MAP Growth Assessment. *Students scoring above the 40th percentile will also be closely monitored

Critical Root Cause 1: Lack of rigorous tier I instruction, inconsistent small group instruction, learning new ELA materials, not fully utilizing all math materials, and tasks not truly aligning with the NVACS standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: We must ensure that the excellent work done in the Professional Learning Communities (PLCs) is also reflected in the classroom. With the use of the District's Tier I Monitoring Tool, weekly observations will be conducted to analyze instructional design and delivery, and student engagement.

Critical Root Cause 2: We have not always observed the best practices discussed in Professional Learning Communities (PLCs) reflected in our classroom observations. This includes a surface-level use of learning intentions and success criteria, a lack of differentiation to assist students best, and missed opportunities for Kagan structures to enhance student engagement.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Within the "Growth Mindset" section of the Panorama Survey, we observed that a significant number of our 3rd- to 5th-grade students exhibit a fixed mindset. We will increase the number of students demonstrating a growth mindset by 3 percentage points from fall to winter and an additional 3 percentage points from winter to spring. Panorama Growth Mindset Questions that will be monitored: How much can you increase the effort you give in school? How much can you improve your behavior in school? How much can you increase how smart you are? When you make a mistake on your school work, how often do you ask your teacher for ways you can do better next time?

Critical Root Cause 3: Students face challenging feelings (per Panorama Survey of 3rd-5th grade students), which could also contribute to our chronic absenteeism rate.

Problem Statement 3 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)
- Student Climate Survey, Student Voice
- Other
 - Tier I Monitoring Tool

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Walk-through data
- Other
 - common formative and summative assessments, weekly PLCs, instructional texts, PDs

Connectedness

- Attendance
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
 - Panorama, district survey, Attendance data from FocusED

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$82,506	staffing, supplies, prep buy-outs	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$79,901	staffing	
EL Weighted Allocation	\$35,724	staffing	
General Carry Forward	\$0	n/n	
At-Risk Weighted Carry Forward	\$0	n/a	
EL Weighted Carry Forward	\$0	n/a	
Title IA	\$0	n/a	

School Continuous Improvement Team

Team Role	Name	Position
Team Member	Spielberg Crystal	SIEF
Team Member	Siguenza Marion	ARt/Specialist
SOT	Austin Lewis	Parent
SOT	Steve Clement	Parent
SOT	Amanda Plehn	Parent
SOT	Samantha Rodriguez	Fifth Grade Teacher & Parent
Team Member & SOT	Anissa Stewart	Fifth Grade Teacher
Team Member	Nancy Salazar	Fourth Grade Teacher
Team Member	Terra Thornton	Third Grade Teacher
Team Member	Taylor Lesko-Gault	Second Grade Teacher
Team Member	Karly Alterwitz	First Grade Teacher
Team Member	Kelie Grizzle	Kindergarten Teacher
Team Member & SOT	Nadia Herrera	Clerk
Team Member	Mariah Mears	Assistant Principal
CI Team Lead	Heather Fonte	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT	9/16/25	Reviewed and approved 25-26 budget, reviewed fall data for SIP
SOT	8/26/25	Review the current CIP and update the date monthly
Meet & Greet	8/15/25	Welcomed the community to the Meet & Greet and shared information regarding our school.