Clark County School District

Ward, Kitty McDonough ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 20, 2026

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/

Table of Contents

Comprehensive Needs Assessment 4
Student Success 4
Inquiry Area 1: Student Success 18
Adult Learning Culture 22
Inquiry Area 2: Adult Learning Culture 24
Connectedness 27
Inquiry Area 3: Connectedness 30
Priority Problem Statements 33
Comprehensive Needs Assessment Data Documentation 34
Plan Notes 35
School Continuous Improvement Team 36
Community Outreach Activities 37

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

MATH: (25/26) We exceeded our math goal. We increased students' scores above the 70th percentile by 11%. Ending the year at 59% of our students at or above the 70th percentile. We also closely monitored the 41st percentile and above. It improved from 78% in the fall to 81% in the spring.

Grade Level Breakdown for 70th% and Higher:

MATH: Kindergarten: 51% (-1% from winter)

First Grade: 66% (+16% from fall)

2nd Grade: 62% (+13% from fall)

3rd Grade: 61% (+3% from fall)

4th Grade: 57% (+10% from fall)

5th Grade: 44% (+7% from fall)

MATH OVERALL: 59% (+11% from fall)

To support math instruction, our teachers incorporate learning intentions and success criteria, as well as Kagan structures into all lessons. We utilized Number Talks for the first 15 minutes of each math lesson and engaged in math writing with our Student Learning Goals (SLG) and Personalized Learning Goals (PPG), which we monitored monthly. Last year, we purchased Kathy Richardson's small-group math materials and offered an after-school professional development session focused on small-group lessons for Tier I math. Our teachers also emphasized math facts, and students used Edmentum daily. Additionally, our teachers have worked to enhance their understanding of Envisions and when to supplement instruction for students. They participated in three "Learning Burst" training sessions provided by the math department on Envisions.

Student Success Areas for Growth

READING: We did not meet our reading goal of 57% of our students at or above the 70th percentile. We ended the year at 53%, representing an overall increase of 2% from the fall to the spring.

Grade Level Breakdown for 70th% and Higher:

Kindergarten: 38% (-12% from winter)

First Grade: 63% (+15% from fall)

2nd Grade: 57% (+11% from fall)

3rd Grade: 53% (-7% from fall)

4th Grade: 48% (-6% from fall)

5th Grade: 45% (-2% from fall)

ELA OVERALL: 53% +2%

This overall score is below our goal of 57%.

We have learned that our teachers are still refining their skills with the new HMH reading program. They have encountered some misconceptions about the program and are still learning about the various resources available to support their students more effectively. The division of subjects across grade levels, with plans shared rather than fully developed by individual teachers, has not helped their understanding of the program. Many teachers who did not invest time in developing their own reading lessons did not show adequate growth. Additionally, some believed the program was strictly scripted, leading to time-management struggles with components like vocabulary. We also faced challenges in implementing as many school-wide training to support teachers with the new curriculum as we had planned due to time constraints. To address this, we will start the upcoming year with an HMH trainer who will review the updated HMH program and answer any questions teachers may have.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
	There is 38% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 49% achievement gap between LEP and non LEP students scoring above the 41st percentile in math based on Fall i-Ready Inform Assessment. Please note that there is less than 10% of the student population identified as LEP.	

English Learners	MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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. We also did not implement as many school-wide training sessions to support teachers with the new curriculum as we wanted due to time constraints. As for demographics, every ethnic group showed a low	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and rigorous Tier I instruction for all students.

	percentage of students at or below the 20th percentile in reading: • Blacks (53): 23% • Caucasian (266): 4% • Hispanics (176): 13% • Multi Race (53): 11% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 0% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 83% • Hispanics (176): 55% • Multi Race (53): 64% • Native Americans (3): 67% • Hawaiian (10): 50% • Asian (14): 79%	

Student Group	Challenge	Solution
Foster/Homeless	MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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. We	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and rigorous Tier I instruction for all students.

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- Hispanics (176): 13%
- Multi Race (53): 11%
- Native Americans (3): 0%
- Hawaiian (10): 0%
- Asian (14): 0%

Students scoring at or above the 60th percentile in math:

- Blacks (53): 43%
- Caucasian (266): 83%
- Hispanics (176): 55%
- Multi Race (53): 64%
- Native Americans (3): 67%
- Hawaiian (10): 50%
- Asian (14): 79%

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

Student Group	Challenge	Solution
Free and Reduced Lunch	MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and

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- Hispanics (176): 55%
- Multi Race (53): 64%
- Native Americans (3): 67%
- Hawaiian (10): 50%
- Asian (14): 79%

There is currently no identifiable achievement gap between students on Free/ Reduced Lunch and those not on Free/Reduced Lunch.

rigorous Tier I instruction for all students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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. We	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and rigorous Tier I instruction for all students.

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Student Group	Challenge	Solution
Racial/Ethnic Minorities	MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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. We also did not implement as many school-wide training sessions to support teachers with the new curriculum as	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and rigorous Tier I instruction for all students.

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Student Group	Challenge	Solution
Students with IEPs	By spring, 22% of IEP students (139 students) were scoring at or below the 20th percentile in math, an 27% were scoring at or below the 20th percentile in reading. As for LEP students (17 students), 23% scored at the 20th percentile or below in math, and 29% at the 20th percentile or lower in reading. MATH: Our teachers continue to gain a better understanding of Envisions and when to supplement instruction for students. We also continue to have a schoolwide SLG with writing to explain their thinking in math. As for demographics, every ethnic group showed a low percentage of students at or below the 20th percentile in math: • Blacks (53): 21% • Caucasian (266): 5% • Hispanics (176): 9% • Multi Race (53): 6% • Native Americans (3): 0% • Hawaiian (10): 0% • Asian (14): 22% Students scoring at or above the 60th percentile in math: • Blacks (53): 43% • Caucasian (266): 77% • Hispanics (176): 61% • Multi Race (53): 74% • Native Americans (3): 33% • Hawaiian (10): 70% • Asian (14): 79% READING: 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	The professional learning opportunities will help our teachers provide quality differentiated instruction to meet all our students' needs. We will also provide i-Ready (ELA & Math), deliver targeted small-group instruction, offer multiple opportunities for productive discourse (Kagan) throughout lessons, ensure students interact with the success criteria throughout lessons to reflect on their learning, and provide meaningful and rigorous Tier I instruction for all students.

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- Multi Race (53): 64%
- Native Americans (3): 67%
- Hawaiian (10): 50%
- Asian (14): 79%

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 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 proficiency levels from fall to spring with the new i-Ready assessments.
Critical Root Cause: Lack of rigorous tier I instruction, inconsistent small group instruction, meaningful discourse, 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: 2026-2027 School Goal:
MATH: Increase the percentage of students projected to be proficient (80th %ile) for 3rd-5th grade students on the new i-Ready Benchmark assessment by +5 from fall to winter and +5 from winter to spring. This will help predict SBAC proficiency. (Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

(FALL) 3rd Grade: 29%
(FALL) 4th Grade: 31%
(FALL) 5th Grade: 30%

Also monitoring primary grades:
(FALL) Kinder: 26%
(FALL) 1st Grade: 28%
(FALL) 2nd Grade: 28%

Overall (FALL): 29%

READING: Increase the percentage of students projected to be proficient (70th %ile) for 3rd-5th grade students on the new i-Ready Benchmark assessment by +5 from fall to winter and +5 from winter to spring. This will help predict SBAC proficiency.

(FALL) 3rd Grade: 35%
(FALL) 4th Grade: 50%
(FALL) 5th Grade: 48%

Also monitoring primary grades:
(FALL) Kinder: 35%
(FALL) 1st Grade: 29%
(FALL) 2nd Grade: 42%

Overall (FALL): 40%

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 *For the 26-27 school year, we will be using i-Ready data.

Improvement Strategy 1 Details

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	
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	

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 & SummativeAssessments
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

Problem Statements/Critical Root Cause: Student Success 1

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. Using 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 and/or scaffolded to best assist students in understanding skills and concepts through 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, 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 help our teachers provide high-quality differentiated instruction that meets all our students' needs. We will also provide i-Ready (ELA & Math), Kagan structures, targeted small-group instruction, LI and SC student reflection, and meaningful and rigorous Tier I instruction for all students. Providing i-Ready (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: 2026-2027 GOAL: Using the Tier I Monitoring Tool, we will continue to monitor instructional design and delivery (success criteria, differentiation and scaffolding, and student engagement) weekly. We ended the year with approximately 70% of students engaged with the success criteria, differentiation and/or scaffolding, and student engagement throughout the lesson. Our goal by WINTER is to reach 75% for these instructional designs/delivery and 80% by SPRING. We will observe at least four classrooms a week to collect data. (Career-Connected Learning and Durable Skills: Access Across Every Zip Code)
(Career-Connected Learning and Durable Skills: Employees Prepared to Lead What's Next)

Beginning of the Year FALL DATA (36 Classroom Observations)
Students Engaged With Success Criteria: 34% average
Differentiation and/or Scaffolding: 89%
Student Engagement Throughout the Lesson: 80%

25-26 Goal Review: 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 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%, differentiate and/or scaffold instruction from 51% to 70%, and increase 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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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."

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 and Perseverance 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 and Perseverance Categories from the Panorama Survey, we improved some questions and declined in others. We are now performing slightly better than CCSD under the Growth Mindset and Perseverance Categories, but we feel there is still room for improvement. As a school, we did not target the importance of a growth mindset or metacognition (NEPF 4) within the classrooms as much as we should have. This includes using the student success criteria as a consistent tool for students to self reflect on throughout lessons to monitor growth and understanding.

Part 2: We did not meet our goal for chronic absenteeism. We finished the year at 10.1%, 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 and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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 and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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.
Free and Reduced Lunch	Lack of targeted lessons to help foster a growth mindset and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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
Migrant/Title1-C Eligible	Lack of targeted lessons to help foster a growth mindset and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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.
Racial/Ethnic Minorities	Lack of targeted lessons to help foster a growth mindset and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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
Students with IEPs	Lack of targeted lessons to help foster a growth mindset and perseverance, and also connecting it to the assessment retake policy. 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 students' perceptions of Growth Mindset, perseverance, work ethic, and feeling supported by the school, as well as which students require small-group SEL lessons. 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" and "Perseverance" sections of the Panorama Survey, we observed that a significant number of our 3rd- to 5th-grade students exhibit a fixed mindset or struggled with perseverance. We will increase the number of students demonstrating a growth mindset and perseverance by 2 percentage points from fall to winter and an additional 2 percentage points from winter to spring.
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: 26-27 GOAL: In the "Growth Mindset" and "Perseverance" sections of the Panorama Survey, we observed that many of our 3rd- to 5th-grade students exhibit a fixed mindset or struggle with perseverance. We will increase the number of students demonstrating a growth mindset and perseverance by 2 percentage points from fall to winter and an additional 2 percentage points from winter to spring. (Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Perseverance Questions that will be monitored for growth:

~If you fail at something that is important to you, how likely are you to try again? Fall 82% +6

~How often do you get your work done, even when you don't feel like doing it? Fall 74% -2

~How well can you keep working to reach your goals if problems come up? Fall 68% +0

Growth Mindset Questions that will be monitored for growth:

~How much can you increase the effort you give in school? Fall 66% +8

~How much can you improve your behavior in school? Fall 65% +9

~How much can you increase how smart you are? Fall 64% +2

Students face challenging feelings (per the Panorama Survey of 3rd-5th grade students), which could also contribute to our chronic absenteeism rate. Our end-of-year goal is to keep chronic absenteeism below 10%.

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		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

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.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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: 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 proficiency levels from fall to spring with the new i-Ready assessments.

Critical Root Cause 1: Lack of rigorous tier I instruction, inconsistent small group instruction, meaningful discourse, 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" and "Perseverance" sections of the Panorama Survey, we observed that a significant number of our 3rd- to 5th-grade students exhibit a fixed mindset or struggled with perseverance. We will increase the number of students demonstrating a growth mindset and perseverance by 2 percentage points from fall to winter and an additional 2 percentage points from winter to spring.

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

- Nevada State Performance Framework (NSPF)
- Student Climate Survey, Student Voice
- Other
    - i-Ready Growth Data

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Walk-through data
- Other
    - CCSD Tier I Monitoring Tool

Connectedness

- Attendance
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
    - Panorama Students Survey Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$71,801	staffing, supplies, prep buy-outs, tutoring	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	$78,327	staffing	Student Success, Adult Learning Culture, Connectedness
EL Weighted Allocation	$36,342	staffing	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	$30,000	supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Carry Forward	$0	n/a	
EL Weighted Carry Forward	$0	n/a	
Title IA	$0	We are not a Title school.	

School Continuous Improvement Team

Team Role	Name	Position
Team Member	Victoria Horseman	5th Grade Teacher
Team Member	Nancy Salazar	4th Grade
SOT	Elizabeth Stazzone-Heredia	Parent
SOT	Bridget Quintana	Parent
SOT	Ben Jewett-Torres	Parent
Team Member & SOT	Makinzee Dyer	Second Grade
Team Member & SOT	Leilani Murakami	RBG3
Team Member	Spielberg Crystal	SIEF
Team Member	Siguenza Marion	Art/Specialist
Team Member	Terra Thornton	Third 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 Meeting to review SPP & SBAC Data	August 25, 2026	We reviewed and approved our SPP for the 26-27 school year. W also celebrated our SBAC data from April/May of 2026.
SOT Meeting to review data and approve plan	May 20, 2026	School-wide MAP data, Panorama data, Tier I Monitoring Tool data, and attendance data. We reviewed what worked well and what we need to improve on. We also decided on our upcoming goals and targets for the 26-27 school year.