

Clark County School District

Morrow, Sue H. ES

2025-2026 School Improvement Plan

Classification: 4 Star School



District Approval Date: July 31, 2025

Mission Statement

Mission Statement: Our mission is to provide a nurturing and dynamic learning environment that fosters intellectual curiosity, critical thinking, and social-emotional growth. We are dedicated to equipping all students with the skills and confidence to excel academically, build strong character, and become responsible, compassionate members of society.

Vision

Vision Statement: To cultivate a community where every child is empowered to achieve their full academic and social potential, becoming **champions** of their own learning and future.

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/sue_h._morrow_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

After reviewing Focus Ed Historical Roster Prelim SBAC Math data (2024-2025), the findings were 53.7% of students were proficient.

After reviewing Focus Ed Historical Roster Prelim SBAC Reading data (2024-2025), the findings were 67.7% of students were proficient.

After reviewing Focus Ed Historical Roster Prelim SBAC Reading data (2024-2025), the findings were 83.2% of students were proficient.

Math Map Overview Data K-5 Achievement Level School Wide (Threshold: 61st%)

2024-2025 MAP Data Current Roster Focus Ed				2023-2024 MAP Data Historical Roster Focus Ed			
Grade	Fall Math	Winter Math	Spring Math	Grade	Fall Math	Winter Math	Spring Math
Overall	42%	54%	56%	Overall	38%	50%	51%
Kinder	51%	62%	62%	Kinder	41%	60%	61%
1st	42%	62%	46%	1st	39%	53%	37%
2nd	37%	61%	65%	2nd	31%	41%	42%
3rd	40%	52%	53%	3rd	38%	45%	49%
4th	42%	51%	61%	4th	41%	53%	58%
5th	43%	38%	48%	5th	38%	53%	60%

MAP Reading K-5 Achievement Level School Wide (Threshold: 61st%)

2024-2025 MAP Data Current Roster FocusEd				2023-2024 Historical Roster Focus Ed			
Grade	Fall Reading	Winter Reading	Spring Reading	Grade	Fall Reading	Winter Reading	Spring Reading
Overall	47%	55%	52%	Overall	54%	53%	47%
K	39%	64%	57%	K	43%	56%	51%
1st	44%	46%	46%	1st	46%	50%	32%
2nd	30%	52%	50%	2nd	46%	46%	47%
3rd	47%	50%	47%	3rd	55%	52%	52%
4th	63%	58%	59%	4th	62%	55%	51%
5th	59%	59%	54%	5th	64%	57%	50%

NWEA MAP Math Projected Proficiency Summary Report

2024-2025 MAP Math Projected Proficiency				2023-2024 MAP Math Projected Proficiency			
Grade Level	Fall Math	Winter Math	Spring Math	Grade Level	Fall Math	Winter Math	Spring Math
Overall	44.9%	48.9%	56.6%	Overall	44.1%	55.9%	58.6%
3rd	50.8%	54.9%	59.7%	3rd	52%	54.8%	54.9%
4th	44.1%	54.5%	62.2%	4th	43.5%	63.6%	61.4%
5th	40%	37.5	48%	5th	36.9%	49.4%	59.7%

NWEA MAP Reading Projected Proficiency Summary Report

2024-2025 MAP Reading Projected Proficiency				2023-2024 MAP Reading Projected Proficiency			
Grade Level	Fall Reading	Winter Reading	Spring Reading	Grade Level	Fall Reading	Winter Reading	Spring Reading
Overall	62.1%	61.5%	60.1%	Overall	53.9%	57.8%	58.2%
3rd	47.6%	53.2%	46.8%	3rd	54.8%	52.8%	52.1%
4th	64.7%	62.1%	63.6%	4th	40%	56.4%	57.9%
5th	74%	69.4%	70%	5th	67.1%	64.2%	64.7%

FocusED Current Roster MAP Math Overview Projected CRT Proficiency
Math Overview Projected CRT Proficiency

FocusED Historical Roster MAP

	Fall	Winter	Spring			Fall	Winter	Spring
Overall	45%	49%	57%		Overall	45%	49%	57%
3rd	52%	55%	60%		3rd	52%	56%	60%
4th	45%	55%	62%		4th	44%	54%	62%
5th	39%	38%	48%		5th	40%	36%	48%

FocusED Current Roster MAP Reading Overview Projected CRT Proficiency
Reading Overview Projected CRT Proficiency

FocusED Historical Roster MAP

	Fall	Winter	Spring			Fall	Winter	Spring
Overall Average	64%	61%	60%		Overall Average	63%	62%	60%
3rd	47%	52%	47%		3rd	49%	52%	47%
4th	68%	62%	64%		4th	65%	63%	64%
5th	76%	69%	70%		5th	74%	71%	70%

Achievement Overview

Morrow, Sue H ES | Math K-12

Grade	Achievement Spring 2024-2025 Median and Distribution
All Grades	<div><div>69th</div><div><div>13%</div><div>14%</div><div>17%</div><div>20%</div></div></div>

Percentiles Key

- 1st - 20th
- 21st - 40th
- 41st - 60th
- 61st - 80th
- >80th

Rostered Spring 202
Tested Spring 2024-

[More information about this chart](#)

School Profile

Achievement by Grade

Morrow, Sue H ES | Math K-12

Grade	Achievement Spring 2024-2025 Median and Distribution				
	80 th	9%	15%	15%	14%
	58 th	16%	11%	27%	
	75 th	13%	12%	10%	25%
	67 th	16%	20%	11%	
	78 th	12%	9%	18%	15%
	59 th	8%	22%	22%	

Term Rostered

Fall 2024-2...

[object Object]

End Term

Spring 2024...

[object Object]

Update

Start Term

Fall 2024-2025

Course

Math K-12

[object Object]

Apply Filters

(0)

Morrow, Sue H ES

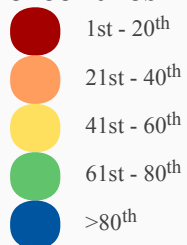
School Profile

Growth and Achievement Overview

Morrow, Sue H ES | Math K-12

Grade					
All Grades	Growth Median and Distribution				
	Achievement Fall 2024-2025 Median and Distribution				

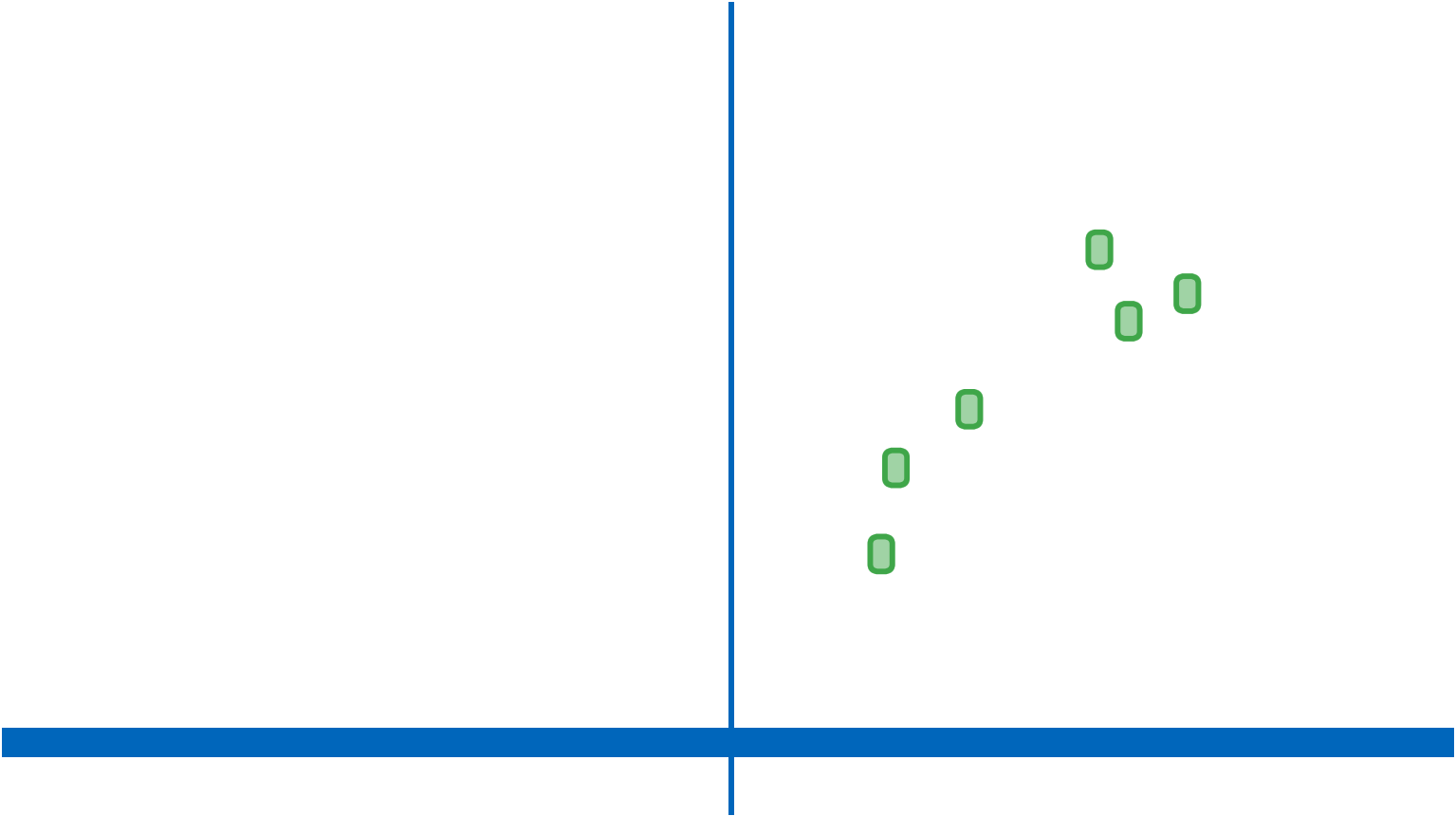
Percentiles Key



School Profile

Growth and Achievement Quadrant By Grade

Morrow, Sue H ES | Math K-12



(norm) 10th 20th 30th 40th 50th 60th 70th 80th 90th 100

Achievement Percentile: Spring 2024-2025

Single-Term Achievement

Growth And Achievement

Term Rostered

Fall 2024-2...

[object Object]

End Term

Spring 2024...

[object Object]

Update

Start Term

Fall 2024-2025

Course

Reading

[object Object]

Apply Filters

(0)

Morrow, Sue H ES

All
Grades56th

16%

19%

18%

Median and Distribution

57th

18%

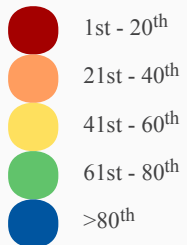
18%

17%

22%

25%

Percentiles Key



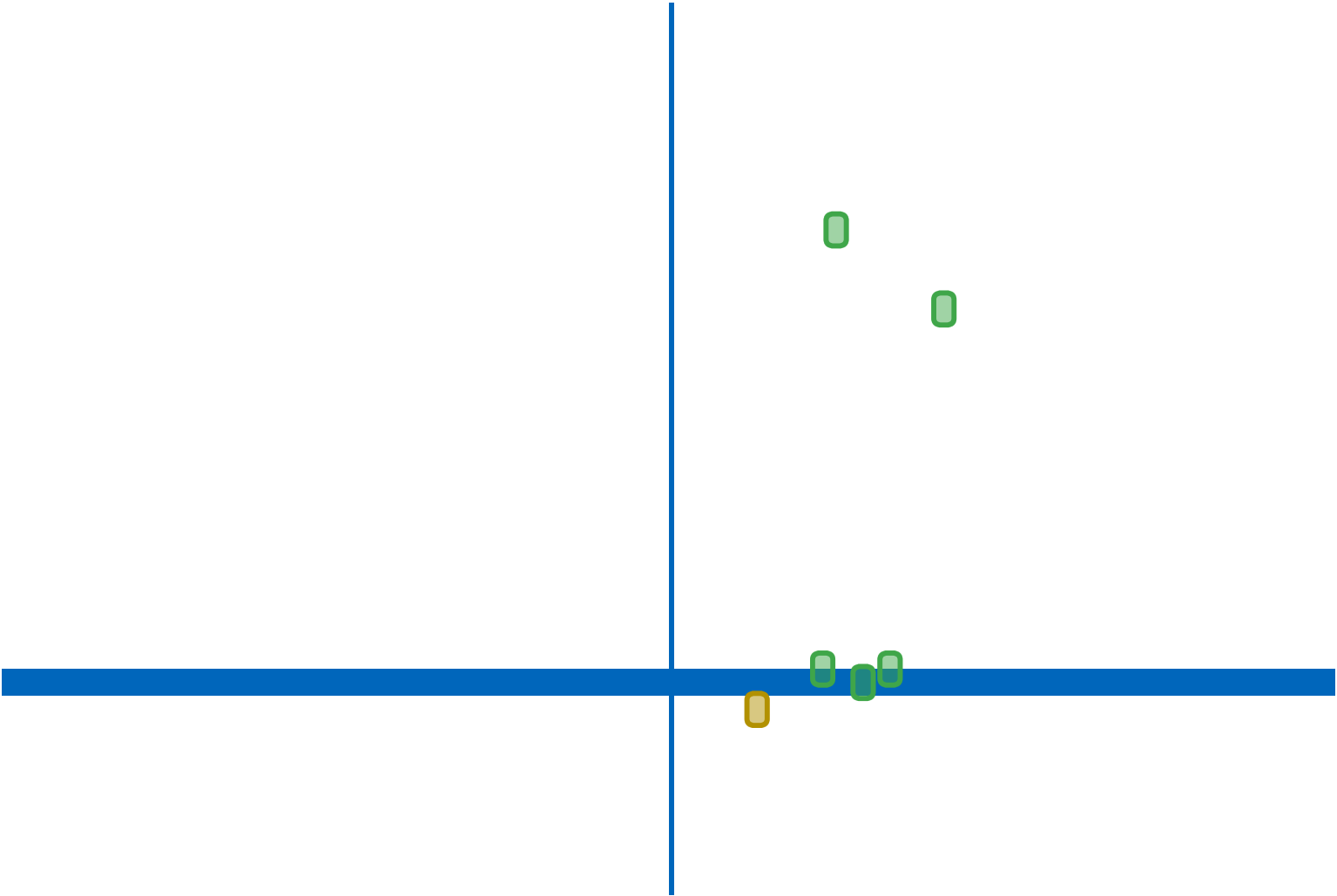
Rostered F&E

Tested Fall

[More information about this chart](#)

Growth and Achievement Quadrant By Grade

Morrow, Sue H ES | Reading



10th 20th 30th 40th 50th 60th 70th 80th 90th 100th
(norm)

Achievement Percentile: Spring 2024-2025

Quadrant Key		Rostered For
High Achievement/High		
High Achievement/Low		
Low Achievement/High		
Low Achievement/Low		

2023-2024 School Year

When we receive results for the 23-24 school year, we will review our SBAC data and identify a new strength.

We noticed the following:

MAP Projected Proficiency - 46% in math and 58% in reading

MAP Proficiency Results:

Fall ELA: 63% Fall Math: 49%

Winter ELA: 62% Winter Math: 60%

Spring ELA: 59% Spring Math: 62%

Our proficiency on the SBAC assessment for the 23-24 school year.

50.6% in math was made on the SBAC assessment.

54.4% increase in ELA was made on the SBAC assessment

Student Success Areas for Growth

After reviewing Focus Ed Historical Roster Prelim SBAC Math data (2024-2025), the findings were 53.7% of students were proficient.

After reviewing Focus Ed Historical Roster Prelim SBAC Reading data (2024-2025), the findings were 67.7% of students were proficient.

After reviewing Focus Ed Historical Roster Prelim SBAC Reading data (2024-2025), the findings were 83.2% of students were proficient.

Decrease our chronic absenteeism. Based on the data on the Nevada Report Card for 23-24 School year, the student engagement indicator we earned 1/10 points for a reduction in Chronic Absenteeism. Our chronic absenteeism school rate was 24.0. Based on the data for Chronic Absenteeism in Focus Ed, 74 out of 377 students are chronically absent for a percentage of 19.6% chronic absenteeism. We want to reduce this by 8%.

Increase proficiency in ELA, Math, and Science.

Historical 24-25 Grades 3-5 FocusEd CRT Projected Proficiency for Math:

Averaged: 58.3%- Our goal is to increase scores by 15% for a goal of 73.3% students proficient on the 2025/2026 math SBAC assessment.

Overall Average	58.3%
3rd	53%

Overall Average	58.3%
4th	63%
5th	59%

Historical 24-25 Grades 3-5 FocusEd CRT Projected Proficiency for ELA:

Averaged: 60.3%- Our goal is to increase by 15% for a goal of 75.3% proficient on the 2025/2026 ELA SBAC assessment.

Overall Average	60.3%
3rd	47%
4th	64%
5th	70%

Nevada Report Card Projected Proficiency for Science 5th Grade:

5th- 26.2%- Our goal is to increase by 15% for a goal of 41.4% proficient on the 2025/2026 science SBAC assessment.

Our goal is to increase our percentage of students achieving at the 61st percentile for Winter and Map Data, based on the percentages in FocusEd. We want to specifically look at students in each group and goal set with MAP towards improvement in having students improve across the following key:



Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have a small subgroup. We have a new RB3. We need to continue to prioritize discourse, appropriate scaffolds, and differentiation.	Collaborate with RB3 to ensure classroom support (EL strategies) by implementing appropriate scaffolds for growth toward ELA proficiency as measured by various assessments. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to, scaffolding and differentiation. Build capacity within staff who have pursued their Masters to support PD.
Foster/Homeless	We identified the following challenges: We do not have a social worker on site, but we can access district supports. We are currently working with the counseling department, as our counselor position has been updated.	The MTSS team will collaborate with teachers and work with families to support their learning.
Free and Reduced Lunch	Our FRL percentage is currently 71.07%. We currently do not receive Title funds to support our students further.	Strategist, SEIF, teacher leaders, and admin collaborate with teachers, students, and families to connect to services.
Racial/Ethnic Minorities	We will continue to support students and families needs, but a challenge is time and on-site resources.	RBG3 and the administration will collaborate to review data for racial/ethnic student groups and share data/ findings. As students enter, teachers and staff will work toward finding their needs and planning purposeful goals, including, but not limited to, scaffolds and differentiation.

Student Group	Challenge	Solution
Students with IEPs	We will have a new SEIF next year and we will continue to build the knowledge of expertise across the continuum of services for students. We will need time and support for the adults and students.	Collaborate with SEIF, Counselor, Special Education, and General Education teachers to understand grade-level NVACS and inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. As students enter, teachers and staff will work to identify their needs and plan purposeful goals, including, but not limited to, scaffolds and differentiation.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Historical 24-25 FocusEd CRT Projected Proficiency for Math: 3rd- 53% 4th- 63% 5th- 59% Averaged: 58.3%- Our goal is to increase by 15% for a goal of 73.3% proficient on the 2025/2026 math SBAC assessment. Historical 24-25 FocusEd CRT Projected Proficiency for ELA: 3rd- 47% 4th- 64% 5th- 70% Averaged: 60.3%- Our goal is to increase by 15% for a goal of 75.3% proficient on the 2025/2026 ELA SBAC assessment. Nevada Report Card Projected Proficiency for Science: 5th- 26.2%- Our goal is to increase by 15% for a goal of 41.4% proficient on the 2025/2026 science SBAC assessment. We will review our SBAC data when we receive results for the 23-24 school year and identify a new problem statement. 50.6% of students were proficient on the 2023/2024 math SBAC assessment. 52.4 % of our students are proficient in math on the 2022/2023 SBAC assessment. 54.4% of students were proficient on the 2023/2024 ELA SBAC assessment. 61.2% percent of our students are proficient in ELA on the 2022-2023 SBAC assessment. MAP Projected Proficiency - 46% in math and 58% in reading

Critical Root Cause: Inconsistent implementation of the NVACS, scaffolding, and differentiation planning time is also needed--further training on classroom management/centers, stations, and rotations. Teachers need time and support to further delve into the several new curriculums: ELA (HMH/Core), Math (specifics to target within Envision), and Standards of Mathematical Practice. Teachers need time to review assessment data (SBAC/MAPS) to discuss what went well with resources and what we need to spend more time learning.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Adult learning culture areas of strength are as follows: The school has a master schedule to support adult learning. PLCs are calendared for the entire year. Strategists, admin, and the leadership team collaborate and provide feedback and training on modifying the form and process. Collaboration around standards, assessment, and grading occurs regularly. Teams calibrated writing grades and shared goal-setting. Connections were made to making thinking visible, learning intentions, and success criteria, differentiation, and scaffolding points were discussed. It was noted these areas need further support.

Adult Learning Culture Areas for Growth

An area for growth will be to continue building an understanding of the standards and expectations for high-quality Tier 1 instruction, which includes scaffolding and differentiation. We need to ensure the PLC process is continued, and instructional strategies, vocabulary, and assessment are discussed and shared. Teachers need time to review results and backward mapping using Tier 1 materials. Another area for growth includes pacing, planning PLCs in time to ensure all items are graded for discussion, targeting vocabulary, differentiation, and scaffolding. Teachers will review the new clarity guides, which have added sentence stems to support students.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have a small subgroup. We have a new RB3. We need to continue to prioritize discourse, appropriate scaffolds, and differentiation.	Collaborate with RB3 to ensure classroom support (EL strategies) by implementing appropriate scaffolds for growth toward ELA proficiency as measured by various assessments. As students enter, teachers and staff will work toward finding the needs of students and plan purposeful goals, including but not limited to, scaffolding and differentiation. Build capacity within staff who have pursued their Masters to support PD.

Student Group	Challenge	Solution
Foster/Homeless		The MTSS team will collaborate with teachers and work with families to support their learning.
Free and Reduced Lunch	Our FRL percentage is currently 71.07%. We currently do not receive Title funds to support our students further.	Strategist,SEIF, and teacher leaders and admin collaborate with teachers, students, and families to connect to services.
Racial/Ethnic Minorities	We will continue to support students and families needs but a challenge is time and on-site resources.	RBG3 and the administration will collaborate to review data for racial/ethnic student groups and share data/ findings. As students enter, teachers and staff will work toward finding their needs and planning purposeful goals, including, but not limited to, scaffolds and differentiation.
Students with IEPs	We will have a new SEIF next year and we will continue to build the knowledge of expertise across the continuum of services for students. We will need time and support for the adults and students.	Collaborate with SEIF, Counselor, Special Education, and General Education teachers to understand grade-level NVACS and inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers. As students enter, teachers and staff will work to identify their needs and plan purposeful goals, including, but not limited to, scaffolds and differentiation.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need time to unwrap standards, collaborate with their grade levels, analyze multiple data measures, and plan for high-quality Tier 1 instruction. As teachers become aware of Tier 1 materials, we need to review the updated clarity guides with sentence scaffolds and continue to differentiate within the frameworks.

Critical Root Cause: The understanding of vertical alignment and grade level expectations (NVACS) is inconsistent. The understanding of how to implement Tier 1 materials needs

further support.

Connectedness

Connectedness Areas of Strength

Focus Ed Chronic Absenteeism data

	Chronic Absenteeism NSPF Nevada Report Card	Chronic Absenteeism Federal Rules	Focus Ed Absenteeism with MDP NSPF Rules	Kinder NSPF Rules Chronic	1st NSPF Rules Chronic	2nd NSPF Rules Chronic	3rd NSPF Rules Chronic	4th NSPF Rules Chronic	5th NSPF Rules Chronic
24-25 School Year	not available yet	25.7%	19.6%	24.2%	25%	10.8%	17.9%	15.9%	25.9%
23-24 School Year	24%		24%	41.8%	25.8%	16.7%	18.2%	31.7%	16.9%
22-23	27.6		27.7%	39.1%	30.3%	24.4%	29.7%	17.8%	29.3%

Connectedness Areas for Growth

A key area for student success growth is reducing chronic absenteeism. Based on the data on the Nevada Report Card for 23-24 School year, the student engagement indicator we earned 1/10 points for a reduction in Chronic Absenteeism. Our chronic absenteeism school rate was 24.0. Based on the data for Chronic Absenteeism in Focus Ed, 74 out of 377 students are chronically absent for a percentage of 19.6% chronic absenteeism. We want to reduce this by 8 to 11.6%.

Reduce the number of students chronically absent from 19.6 as shown in FocusEd for NSPF rules (24-25 End of year data) school year, to 11.6%.

- Continue to track students by grade level
- Continue to track students historically
- Continue to have grade level celebrations and competitions
- Continue to build team for check ins/goal setting
- Continue to have attendance conferences and review plan
- Continue to educate families with attendance and MDP notes

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ensuring families can have open dialogue/ communication with staff.	Discuss with staff and MTSS team to build capacity for connection and dialogue with bilingual staff to support students and families.
Foster/Homeless	We are in need of a comprehensive counseling program. The supports of systems and structures with clear connection, data tracking, and collaboration is needed.	We will review our schedule and student needs and continue to leverage staff talents to support students needs academically and socioemotionally.
Free and Reduced Lunch	End of year data for June 1, 2025 showed our FRL percentages at 71.07% We currently do not receive funding for Title.	We will review our schedule and student needs and continue to leverage staff talents to support students needs academically and socioemotionally.
Racial/Ethnic Minorities	Ensuring families can have open dialogue/ communication with staff.	Discuss with staff and MTSS team to build capacity for connection and support students and families.
Students with IEPs	We currently have 26% percent of our students as noted in FocusEd on 6/5/25. We have 8 programs ECI, KIDS, primary and intermediate Lifeskills and primary and intermediate autism, and resource. Students may receive supports medically or with therapy which counts as an absence.	We will continue to work with our families to educate them on times for tardies, half day absences etc.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 30.3% of students were chronically absent, missing more than 18 days or ten percent of enrolled days

Critical Root Cause: Students' families require additional wraparound support to ensure consistent attendance. Families are not always providing documentation that would assist. Documentation and coding were entered but did not reduce percentages.

Priority Problem Statements

Problem Statement 1: Historical 24-25 FocusEd CRT Projected Proficiency for Math: 3rd- 53% 4th- 63% 5th- 59% Averaged: 58.3%- Our goal is to increase by 15% for a goal of 73.3% proficient on the 2025/2026 math SBAC assessment. Historical 24-25 FocusEd CRT Projected Proficiency for ELA: 3rd- 47% 4th- 64% 5th- 70% Averaged: 60.3%- Our goal is to increase by 15% for a goal of 75.3% proficient on the 2025/2026 ELA SBAC assessment. Nevada Report Card Projected Proficiency for Science: 5th- 26.2%- Our goal is to increase by 15% for a goal of 41.4% proficient on the 2025/2026 science SBAC assessment. We will review our SBAC data when we receive results for the 23-24 school year and identify a new problem statement. 50.6% of students were proficient on the 2023/2024 math SBAC assessment. 52.4 % of our students are proficient in math on the 2022/2023 SBAC assessment. 54.4% of students were proficient on the 2023/2024 ELA SBAC assessment. 61.2% percent of our students are proficient in ELA on the 2022-2023 SBAC assessment. MAP Projected Proficiency - 46% in math and 58% in reading

Critical Root Cause 1: Inconsistent implementation of the NVACS, scaffolding, and differentiation planning time is also needed--further training on classroom management/centers, stations, and rotations. Teachers need time and support to further delve into the several new curriculums: ELA (HMH/Core), Math (specifics to target within Envision), and Standards of Mathematical Practice. Teachers need time to review assessment data (SBAC/MAPS) to discuss what went well with resources and what we need to spend more time learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need time to unwrap standards, collaborate with their grade levels, analyze multiple data measures, and plan for high-quality Tier 1 instruction. As teachers become aware of Tier 1 materials, we need to review the updated clarity guides with sentence scaffolds and continue to differentiate within the frameworks.

Critical Root Cause 2: The understanding of vertical alignment and grade level expectations (NVACS) is inconsistent. The understanding of how to implement Tier 1 materials needs further support.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 30.3% of students were chronically absent, missing more than 18 days or ten percent of enrolled days

Critical Root Cause 3: Students' families require additional wraparound support to ensure consistent attendance. Families are not always providing documentation that would assist. Documentation and coding were entered but did not reduce percentages.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - Absenteeism, Review Lifeline and Panorama, MTSS Training, Envision/Math Professional development, New ELA Materials (HMH/Core), Science Curriculum, Instructional Rounds/PLC, Math and ELA curriculum review

Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data
- Other
 - Reviewed historical SBAC and MAP data; Reviewed SBAC Data, Reviewed Fall MAP data, Absenteeism, Promoting collaborative discourse in PLC, Ensuring protected time for PLC for staff, RB3, and admin; Regulation 5121 and Regulation 6150 integration

Connectedness

- Attendance

- Community surveys and/or other feedback
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
 - FocusEd data, Leadership team, District Data, Collaboration with SOT and PTA

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase proficiency in Math, ELA, and Science.

Based on Historical 24-25 Grades 3-5 FocusEd CRT Projected Proficiency for Math, our goal is to increase proficiency from 58.3% to 73.3% students proficient on the 2025/2026 math SBAC assessment.

Based on Historical 24-25 Grades 3-5 FocusEd CRT Projected Proficiency for ELA, our goal is to increase proficiency from 60.3% to 75.3% students proficient on the 2025/2026 ELA SBAC assessment.

Based on the Nevada Report Card Projected Proficiency for Science 5th Grade, our goal is to increase proficiency from 26.2% to 41.4% students proficient on the 2025/2026 5th grade science SBAC assessment.

Our goal is to increase our percentage of students achieving at the 61st percentile for Winter and Map Data, based on the percentages in FocusEd. We want to specifically look at students in each group and goal set with MAP towards improvement in having students improve across the following key:

Percentiles Key

Red: 1st -20th

Orange: 21st - 40th

Yellow: 41st - 60th

Green: 61st - 80th

Blue: >80th

Formative Measures: Formative Classroom Assessments

MAPs Data

Student Learning Goals

RTI Data

SLG tasks and rubrics

Observational Data

Aligns with District Goal

Improvement Strategy 1 Details	Reviews
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Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will receive professional learning on PLCs, lesson planning with unwrapping standards, and gradebook review for common assessments. Identify areas needing differentiation utilizing multiple data measures (SBAC, MAP, and others).				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Collaborate in weekly PLC's	Admin/ Strategist/ Teachers	Approximately 3 times per month. Offset with monthly MTSS/RTI meetings.			
2	Utilize District Tier 1 Instructional Resources	Strategist/ Teachers	Daily			
3	Have teachers identify students that need differentiation and scaffolding	Strategist/ Teachers	Ongoing			
4	Instructional staff will attend PD from the district and site-based	Strategist/ Teachers	9/15/25, 10/17/25, 1/26/26, 4/6/26, additional PD as needed and scheduled			
5	Utilize staff survey for professional development	Admin/Strategist	9/15/25, 10/17/25, 1/26/26, 4/6/26			
6	Utilize Look For Tools for observations/ teacher conferencing with feedback	Admin/ Strategist/ Teachers	Monthly 8/2025-5/2026			
7	Focal Point	Admin/Strategist	Monthly 8/2025-5/2026			
8	Instructional rounds	Admin/ Strategist/ Teachers	3 times during the school year based on availability of substitute teachers.			
9	Infuse data-based instructional decisions	Admin/ Strategist/ Teachers	Ongoing			
10	MTSS learning and accountability	Admin/ Strategist/ Teachers	Monthly			
11	Cross collaborate between grade levels	Admin/ Strategist/ Teachers	Three times per year			
12	LETRS Training	Admin/ Strategist/ Teachers	Staff Development Days 8/8/25, 9/16/25, 10/17/25, 1/26/28, 4/6/25			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
13	Instructional Rounds and Learning Bursts (Math, Science, Literacy)	Admin/Strategist/Teacher	Throughout the year
14	Structured Focal Points, and Look For Tools	Admin/Strategist/Lead Team	Throughout the year

Position Responsible: Administration

Resources Needed: Time to plan

Support for areas of growth from Tier 1 Focal Point/Look for Tools

Continued Tier I training on materials and resources

Guest teachers for instructional walks

Identifying math needs in PLC and vertical alignment

Multiple sources of data (SBAC, MAPS, Utilize District Resources, formative and summative assessments)

Evidence Level

Level 2: Moderate: PLCs

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Historical 24-25 FocusEd CRT Projected Proficiency for Math: 3rd- 53% 4th- 63% 5th- 59% Averaged: 58.3%- Our goal is to increase by 15% for a goal of 73.3% proficient on the 2025/2026 math SBAC assessment. Historical 24-25 FocusEd CRT Projected Proficiency for ELA: 3rd- 47% 4th- 64% 5th- 70% Averaged: 60.3%- Our goal is to increase by 15% for a goal of 75.3% proficient on the 2025/2026 ELA SBAC assessment. Nevada Report Card Projected Proficiency for Science: 5th- 26.2%- Our goal is to increase by 15% for a goal of 41.4% proficient on the 2025/2026 science SBAC assessment. We will review our SBAC data when we receive results for the 23-24 school year and identify a new problem statement. 50.6% of students were proficient on the 2023/2024 math SBAC assessment. 52.4 % of our students are proficient in math on the 2022/2023 SBAC assessment. 54.4% of students were proficient on the 2023/2024 ELA SBAC assessment. 61.2% percent of our students are proficient in ELA on the 2022-2023 SBAC assessment. MAP Projected Proficiency - 46% in math and 58% in reading **Critical Root Cause:** Inconsistent implementation of the NVACS, scaffolding, and differentiation planning time is also needed--further training on classroom management/centers, stations, and rotations. Teachers need time and support to further delve into the several new curriculums: ELA (HMH/Core), Math (specifics to target within Envision), and Standards of Mathematical Practice. Teachers need time to review assessment data (SBAC/MAPS) to discuss what went well with resources and what we need to spend more time learning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom observation (through PLC collaboration to specifically discuss scaffolds/differentiation) by May 2026, as measured by the CCSD Tier I Monitoring Tool to provide consistent and authentic opportunities for students to interact with the learning intentions and success criteria, and differentiate learning tasks and teaching approaches to meet the needs of all students throughout the course of instruction (beginning, middle and end).

Formative Measures: Administration

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Clear expectations for PLC and collaborative PLC meetings with RB3 and the administrative team.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Calendar PLCs with grade level, RB3, admin and update form	Admin	June 2025			
2	Create a shared folder with Agenda	Admin	June 2025			
3	Staff development PLC process/common form	Admin/ Strategist	8/6/25			
4	Share / analyze pacing guides from the district	Admin/ Strategist	Throughout the year			
5	LETRS Training	Admin/ Strategist/ Teachers	9/15/25, 10/17/25, 1/26/26, 4/6/26, additional PD as needed and scheduled			
6	Include prioritization of standards (Reviewing historical and current data)	Admin/ Strategist/ Teachers	Throughout the year			
7	Collaborate on PLC expectations/priorities	Admin/ Leadership Team	June /July Leadership Retreat			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
8	Teachers will include vocabulary, targets, concepts, strategies, scaffolds, differentiation, prior knowledge, etc. to improve Tier 1 instruction for students. Teachers will utilize the clarity guides for Learning Intentions and Success Criteria. Teachers will use the updated clarity guides with sentence stems.	Teachers	Daily
9	Analyze and respond to student assessment data Dialogue of including tasks (scaffolding/differentiation)	Admin/ Strategist/ Teachers	MAP Fall, Winter, Spring Benchmark, monthly RTI and PLC meetings
10	Leadership Team Meetings	Admin/ Leadership Team	Monthly
11	Survey feedback data	Admin	9/15/25, 10/17/25, 1/26/26, 4/6/26 and throughout the year.
12	Instructional Rounds and Learning Burst PD (math, science, literacy).	Admin/ Leadership team	Throughout the year

Position Responsible: Administration

Resources Needed: Time

Updated PLC form

Research-based materials

Building leadership capacity

Assessment and standards/grade book

More Professional Learning on new resources

More time to plan Tier I and II groups.

Review District Teacher Hub for NVACS and Tier I materials and lesson plans

Data

Review Pacing and panning

Collaborative partners

Evidence Level

Level 2: Moderate: PLCs

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Teachers need time to unwrap standards, collaborate with their grade levels, analyze multiple data measures, and plan for high-quality Tier 1 instruction. As teachers become aware of Tier 1 materials, we need to review the updated clarity guides with sentence scaffolds and continue to differentiate within the frameworks. Critical Root Cause: The understanding of vertical alignment and grade level expectations (NVACS) is inconsistent. The understanding of how to implement Tier 1 materials needs further support.</p>

Inquiry Area 3: Connectedness

SMART Goal 1: A key area for student success growth is reducing chronic absenteeism. Based on the data on the Nevada Report Card for 23-24 School year, the student engagement indicator we earned 1/10 points for a reduction in Chronic Absenteeism. Our chronic absenteeism school rate was 24.0. Based on the data for Chronic Absenteeism in Focus Ed 74 out of 377 students are chronically absent for a percentage of 19.6% chronic absenteeism. We want to reduce this by 8 to 11.6%.

Reduce the number of students chronically absent from 19.6 as shown in FocusEd for NSPF rules (24-25 End of year data), School Year, to 11.6%.

Reduce the number of chronically absent students from 30.3% in 23/24 to 23% by the end of the 24/25 school year.

Formative Measures: Classroom attendance
Historical attendance data
Attendance Contracts
Infinite Campus Teacher Contact Log

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: We hired a counselor to support SEL learning at school. School-wide dialogue discusses survey and improvement strategies with the leadership team and teaching staff.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Increase proactive, positive incentives (school, grade level, individual)	Admin/ Counselor/ Strategist	Weekly				
2	We implemented grade-level attendance challenges.	Admin/ Counselor/ Strategist	Monthly				
3	Shared data school-wide	Admin/Strategist	August 2025/January 2026				
4	Reinforced student who came to school (tracked)	Admin/ Counselor	Daily				
5	Schedule a plan to meet with families for attendance conferences	Admin	As needed following the attendance plan				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
6	Support from the MLT team (counselor, RB3, teachers, clerk, admin)	MLT team	Monthly
7	The clerk sends letters home and calls	Clerk	As needed following the attendance plan
8	Attendance contract, Educational Neglect Tracking System	Admin/Clerk	As needed following the attendance plan
9	Updated coordination with the health office and custodial for cleaning if illness is present in a classroom. Sharing district resources	Admin/Health Office/Custodial	As needed depending on illness/using the light etc.
10	Attendance Plan	Teacher/Clerk/Admin/MTSS Team	Throughout the year
11	Review data shared from Education Services/Attendance enforcement	Admin/MTSS team	Throughout the year

Position Responsible: Administration

Resources Needed: Time

Staffing

Staff proactive measures

Training: MTSS Team, teachers

Social Work Referrals

Funding for incentives

Parent participation/engagement

Evidence Level

Level 4: Demonstrate Rationale: counselor

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: 30.3% of students were chronically absent, missing more than 18 days or ten percent of enrolled days **Critical Root Cause:** Students' families require additional wraparound support to ensure consistent attendance. Families are not always providing documentation that would assist. Documentation and coding were entered but did not reduce percentages.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,455,721.1	Staffing, supplies	Goal 1,2,3
At-Risk Weighted Allocation	\$180,809.16	Staffing	Goal 1,2,3
EL Weighted Allocation	\$35,860.86	Staffing	Goal 1,2,3
General Carry Forward	\$475,335.53	Staffing, supplies	Goal 1,2,3
At-Risk Weighted Carry Forward	\$78,517.48	Staffing	Goal 1,2,3
EL Weighted Carry Forward	\$6,953.87	Staffing	Goal 1,2,3
RB3	\$126,392.24	Staffing	Goal 1,2,3

School Continuous Improvement (CI) Team

Team Role	Name	Position
Parent	Angel Giarraffa	Parent
Staff member	Melissa Galbraith	Office Manager
Teacher	Taylor Keady	Teacher
Teacher	Beth Christian	Teacher
Teacher	Nattalie Centeno	RB3
CI Team Lead	Selina Angelo	Assistant Principal
Required	Jaime Witte	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
May SOT Meeting	5/16/2025	