Clark County School District

Triggs, Vincent L. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 4 Star School

District Approval Date: October 20, 2026

Mission Statement

The mission of Vincent L. Triggs Elementary School is to achieve high academic success by providing a caring environment in which students work collaboratively, think globally, embrace diversity, and become respectful, productive citizens in an ever-changing world.

Our Core Values

Take care of yourself.

Take care of each other.

Take care of this place.

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/triggs,_vincent_l_es/2026/nspf

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

As a school, Triggs Elementary School fell in the High Achievement/High Growth quadrant in both reading and math on the Spring 2026 NWEA MAP Assessment.

Our Median Growth Percentile in Math was in the 66th percentile. We increased our overall Math achievement from the 56th percentile to the 66th percentile from Fall 2025 to Spring 2026.

Our Median Growth Percentile in Reading was in the 58th percentile. We increased our overall reading achievement from 60th percentile in Fall 2025 to the 64th percentile in Spring 2026.

Student Success Areas for Growth

Only 53% of students are above the 61st percentile in math, and only 53% of students are above the 61st percentile in reading as measured by the Spring 2026 NWEA MAP Assessment. 56% of students in Grades K-5 met their projected growth from Fall 2025 to Spring 2026 in both reading and math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		All students receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the NVACS that are culturally appropriate, relevant, and inclusive to support reading development. Tier II Small Group supplemental Instruction for reading is deployed for all students. Tier II Small Group supplemental instruction deployed for all ELs utilizing the Summit K-12 materials. In addition, Tier II Small Group supplemental instruction was deployed to support EL students with a WIDA score of 3.5 or higher. All ELs are assigned to complete 60 minutes per week

English Learners	There is 23% achievement gap between LEP and non LEP students scoring above the 41st percentile in reading based on Fall i-Ready Inform Assessment. There is 33% 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. A root cause of low performance of ELs in language proficiency and content achievement is due to Grade Level Teams collaborating to unwrapping standards but not making necessary adjustments to instruction to integrate proper scaffolds and support for ELL students. Students need additional opportunities to make meaning through student discourse to support students' speaking and writing at the tier I level of instruction. Mathematics Summative Assessment: Increase the percentage of English Language Learners (ELL) proficient in Mathematics from 38.0% in Spring 2025 to 48.0% in Spring 2026 as measured by the SBAC Mathematics Assessment. ELA Summative Assessment: Assessment: Increase the percentage of English Language Learners (ELL) proficient in English Language Arts from 28.5% in Spring 2025 to 38.5% in Spring 2026 as measured by the SBAC English Language Arts Assessment. Language Summative Assessment: Assessment: Increase the Adequate Growth Percentile (AGP) of English Language Learners (ELL) from 55.5% in Spring 2025 to 60% in May 2026 as measured by the WIDA Assessment.	on Summit K-12 to support language development in all four language domains. Action Step [1]: Instructional Observation Cycles–Tier I Observational Walks (FocalPoint) will be conducted three times a month for each classroom to monitor student engagement and the integration of discourse strategies Monitoring Plan: The administration will calendar observational walks and debriefs on the master calendar. Person Responsible: Stover, Principal, Okada, Assistant Principal Action Step [2]: The Admin Team and RBG3 strategist will lead professional learning on scaffolding and differentiation for the entire staff and lead PLC meetings with a focus on planning for instruction through the lens of scaffolding and differentiation for EL learners. In addition, administration and strategists will attend monthly Grade Level RTI meetings to provide support in planning for Tier I reading instruction. Monitoring Plan: The administration and RBG3 Strategist will calendar PLC and RTI meetings and utilize a running agenda to track the progress of the professional learning and support provided. Person Responsible–Annemarie Stover, Principal, Matthew Okada, Assistant Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Second Grade Teacher/ELL Success Advocate) Professional Learning [1] for Teachers: Strategists will conduct data dives to discuss WIDA/ SBAC summative assessments with staff to support planning and instruction for ELs Staff will attend Summit K-12 English Professional Learning to support the implementation of tier II supports for ELs

		RBG3 Strategist and ELL Success Advocate will provide professional learning on strategies to support EL learners when planning for instruction using QTEL strategies and tools from EL Excellence Every Day as a resource. Instructional Coaching Cycles (focus on the implementation of Tier I curriculum–HMH Into Reading/95 Core Phonics/enVision Math) Professional Learning for RBG3: QTEL Strategies Admin and RBG3 Strategist will attend professional learning sessions on scaffolding/differentiating Tier I instruction. Provide language scaffolding for learning intentions
Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates. Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	The school counselor will implement wrap-around services to increase student attendance.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Provide at home books for reading practice.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Track MAP math data across student groups and adjust differentiated grouping as needed. Utilize a learning strategist to provide tiered interventions and acceleration for students.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Provide Tier 1 resources to resource room teachers to support grade level alignment

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall math and reading proficiency is low. Only 50% of students in Grades 2-5 are projected to be proficient in Math and 50% of students in Grades 2-5 are projected to be proficient in reading on the Spring 2026 SBAC Assessment as measured by the Spring 2026 NWEA MAP Assessment. Only 34% of Third Grade students are projected to be proficient in reading. 43% of Third Grade students are projected to be proficient in math as measured by the Spring 2026 NWEA MAP Assessment. Students who are not proficient in math and reading will continue to fall behind because math and reading standards build upon previous understanding.
Critical Root Cause: While grade level teams collaborate weekly to discuss Tier I reading instruction and have made strong gains in forward lesson planning for the upcoming week of reading instruction using Tier I instructional materials, lesson planning support is still needed to enhance Tier I math instruction. As a result, not all staff/grade level team members have the same level of expertise of the Tier I plans and instruction. In addition, student work analysis and lesson rehearsal is not consistently implemented during PLC time.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students scoring above the 80th percentile in Math from 19% in Fall 2026 to 50% in Spring 2026 as measured by i-Ready Inform Math Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: i-Ready Inform Math Assessment and enVision Mathematics Topic Summative Assessments

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 1: Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Math to guide planning and implementing effective instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrators will meet with each grade level team on a weekly basis for PLC with a specific focus on analysis of student work to discuss opportunities for intervention, reteaching, and enrichment. monitoring of data monthly using Tier 1 Monitoring Tool. Grade level teams will engage in Collaborative Lesson Design to forward plan for the upcoming week's math instruction as well as engage in lesson rehearsal to identify needed scaffolds and support.	Administration and Grade Level Teams	August 2026 to May 2027	
2	Grade Level Teams and Administration will collaborate to forward lesson plan for each upcoming quarter using CCSD pacing guides and Tier 1 materials. Teams will then meet each week to review long range plans and ensure lesson tasks are aligned.	Administration and Grade Level Teams	August 2026 to May 2027	

Position Responsible: Administration, Instructional Leads, Strategist Team

Resources Needed: Tier 1 Programs
Tier 1 Monitoring Tool (FocalPoint)
Money for Guest Teachers

Evidence Level
Level 2: Moderate: HMH, enVision

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percent of students scoring above the 70th percentile in Reading from 29% in Fall 2026 to 60% in Spring 2027 as measured by the i-Ready Inform Reading Assessment. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: i-Ready Inform Reading Assessment, HMH Into Reading Module Summative Assessment, and 95 Core Phonics End of Unit Assessments

Improvement Strategy 1 Details					Reviews		
					Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	Oct	Feb	June
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2026		In progress	No review	
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides, Teacher Clarity Guides, and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement). Grade level teams will engage in Collaborative Lesson Plan Design to forward plan for the upcoming week's instruction. Grade level teams will engage in lesson rehearsal where they practice their lesson delivery of Tier I curriculum.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				

Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team

Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)
Tier 1 Monitoring Tool (FocalPoint)
Funding for PLC Time (Prep Buyouts)

Evidence Level
Level 2: Moderate: HMH, enVision

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June

Improvement Strategy 2: Improve educator practice of implementing the Tier II 95 Phonics Lesson Library (PLL) Instructional Curriculum

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create a timeline of professional development, coaching support, and walkthroughs to monitor implementation of phonics strategies.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	June 2026	
2	Conduct Instructional Rounds to monitor Tier I 95 Phonics Core Instruction to ensure consistency in implementation from previous school year.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	September 2026	
3	95 Percent Group Coach/Consultant will lead a booster session on the 95 Phonics Phonics Lesson Library and collaborate with grade level teams to review their Phonics Screener Inventory (PSI) data and place students in appropriate instructional groupings for Tier II instruction.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	September 2026	
4	Conduct classroom walkthroughs to establish baseline data of the level of 95 Phonics Lesson Library/Tier II instruction.	Administration Team, Learning Strategist Team, 95 Phonics Core Consultant/Coach	October 2026	
5	95 Percent Group Coach/Consultant will collaborate with grade level teams to review their PLL instructional data and provide targeted guidance and feedback. Grade level teams will work with the 95 Percent Group Coach/Consultant to realign instructional groups as needed.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	November 2026	
6	95 Percent Group Coach/Consultant will conduct classroom observations, model, and co-teach lessons to support teachers.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	August 2026 to May 2027	

Position Responsible: Admin Team, 95 Percent Group Consultant/Coach, Learning Strategist Team

Resources Needed: Funding for Guest Teacher Coverage and PLC Pre-Buyout, 95 Percent Group Coach/Consultant, time for collaboration

Evidence Level

Level 1: Strong: 95 Phonics Core Program (1) **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	In progress	No review	

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of classroom observations that show evidence of differentiated instruction from 40% in May 2026 to 65% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews

Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2026	
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides, Teacher Clarity Guides, and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement). Grade level teams will engage in Collaborative Lesson Plan Design to forward plan for the upcoming week's instruction. Grade level teams will engage in lesson rehearsal where they practice their lesson delivery of Tier I curriculum.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	

Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team

Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)
Tier 1 Monitoring Tool (FocalPoint)
Funding for PLC Time (Prep Buyouts)

Evidence Level
Level 2: Moderate: HMH: Into Reading
Level 3: Promising: enVision Mathematics Common Core 2020

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Increase the percent of classroom observations that show evidence of scaffolded support from 50% in May 2026 to 75% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.					Status Check		EOY Reflection
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Complete**	**Oct**	**Feb**	**June**
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2026		In progress	No review	
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides, Teacher Clarity Guides, and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement). Grade level teams will engage in Collaborative Lesson Plan Design to forward plan for the upcoming week's instruction. Grade level teams will engage in lesson rehearsal where they practice their lesson delivery of Tier I curriculum.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027				

Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team

Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)
Tier 1 Monitoring Tool (FocalPoint)
Funding for PLC Time (Prep Buyouts)

Evidence Level
Level 2: Moderate: HMH, enVision

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Inquiry Area 2: Adult Learning Culture

SMART Goal 3: Increase the percent of classroom observations that show evidence of student engagement from 80% in May 2026 to 90% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews

Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2026	
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides, Teacher Clarity Guides, and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement). Grade level teams will engage in Collaborative Lesson Plan Design to forward plan for the upcoming week's instruction. Grade level teams will engage in lesson rehearsal where they practice their lesson delivery of Tier I curriculum.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2026 to May 2027	

Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team

Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)
Tier 1 Monitoring Tool (FocalPoint)
Funding for PLC Time (Prep Buyouts)

Evidence Level
Level 2: Moderate: HMH: Into Reading (2)
Level 3: Promising: Professional Learning Communities (PLC) (2); enVision Mathematics Common Core 2020 (3)

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Inquiry Area 3: Connectedness

SMART Goal 1: Triggs Elementary School will decrease its chronic absenteeism rate from 18.6% (May 2026) to 15% (May 2027) as measured by FocusED. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

Formative Measures: FocusEd, Infinite Campus Reports, Educational Services Division (ESD) Home Visitation Report

Improvement Strategy 1 Details

Improvement Strategy 1: Staff will implement a schoolwide attendance monitoring system to support chronically absent students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Counselor, School Clerk, and Admin Team will develop an attendance tracking system to monitor and provide support for chronically absent students.	Counselor, School Clerk, and Admin Team	August 2026 to May 2027	
2	Admin Team, Counselor, and School Clerk will meet each month to review attendance data and determine next steps/supports.	Counselor, School Clerk, and Admin Team	August 2026 to May 2027	
3	MTSS Team and Student Engagement Team will develop an attendance incentive program to celebrate positive individual, class, and grade level attendance achievement.	MTSS Team, Student Engagement Team, School Counselor, School Clerk, Classroom Teachers, Admin Team	August 2026 to May 2027	
4	Admin Team and School Counselor will meet with Kindergarten and First Grade families to discuss positive attendance supports and strategies.	Admin Team and School Counselor	August 2026 to October 2026 (First Quarter)	

Position Responsible: Admin Team and School Counselor

Resources Needed: Money for attendance incentives
Time for implementation of incentives and parent engagement sessions/follow up

Evidence Level
Level 1: Strong: PBIS (1)
Level 2: Moderate: Progress Monitoring (2)

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Oct	Feb	June
In progress	No review	

Priority Problem Statements

Problem Statement 1: Overall math and reading proficiency is low. Only 50% of students in Grades 2-5 are projected to be proficient in Math and 50% of students in Grades 2-5 are projected to be proficient in reading on the Spring 2026 SBAC Assessment as measured by the Spring 2026 NWEA MAP Assessment. Only 34% of Third Grade students are projected to be proficient in reading. 43% of Third Grade students are projected to be proficient in math as measured by the Spring 2026 NWEA MAP Assessment. Students who are not proficient in math and reading will continue to fall behind because math and reading standards build upon previous understanding.

Critical Root Cause 1: While grade level teams collaborate weekly to discuss Tier I reading instruction and have made strong gains in forward lesson planning for the upcoming week of reading instruction using Tier I instructional materials, lesson planning support is still needed to enhance Tier I math instruction. As a result, not all staff/grade level team members have the same level of expertise of the Tier I plans and instruction. In addition, student work analysis and lesson rehearsal is not consistently implemented during PLC time.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Due to 95 Phonics Core Program and HMH Into Reading being newly implemented Tier I curriculums, additional targeted professional learning is needed for teachers to fully implement the Tier I Reading curriculum.

Critical Root Cause 2: Triggs ES Staff did not have access to the 95 Phonics Core and HMH Into Reading professional learning materials as well as lacked time for professional learning and collaboration due to the LETRS professional development series being implemented on all Staff Development Days for the last two years. While the Collaborative Lesson Design Model was implemented school wide, there was not a full implementation for the entire school year as each grade level adopted it at a different time and was working at a different implementation pace.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 18.6% of students were chronically absent during the 2025-2026 school year.

Critical Root Cause 3: Parents are not always fully aware of how attendance impacts academic performance and behavior in the elementary grades. Chronically absent students are not always consistently monitored. Families are dealing with trauma and are sometimes unable to send their children to school due to outside concerns.

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)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - TSG data (Pre-K only), ESGI data (Kindergarten only), KEA data (Kindergarten only), FastBridge, PBIS data, Focal Point Tier I Instructional data, HMH/95 Phonics/ enVision Look For tools, and NEPF observational data

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$5,518,290.57	Classroom teachers, instructional strategists, support staff, instructional supplies, custodial operations	Goals 1, 2, and 3
At-Risk Weighted Allocation	$182,560.00	Classroom teachers, instructional assistant	Goals 1 and 2
EL Weighted Allocation	$121,753.30	Classroom teachers	Goals 1 and 2
General Carry Forward	$186,363.57	Classroom teachers, instructional assistants, instructional supplies	Goals 1, 2, and 3
At-Risk Weighted Carry Forward	$104,811.55	Classroom teachers	Goals 1 and 2
EL Weighted Carry Forward	$ 42	Classroom teachers	Goals 1 and 2
Title IA	$ N/A	N/A	N/A
Apex Fundraiser	$40,000 (estimated)	Library books, student incentives, teacher incentives, field trips	Goals 1, 2, and 3
Fall Carnival	$10,000 (estimated)	Instructional supplies	Goal 1

School Continuous Improvement Team

Team Role	Name	Position
SOT Team Member	Brittany Wade	Parent
Team Member	Elizabeth Ishkhanian	School Counselor
Team Member	Randi McCay	Pre-K Teacher
SOT Team Member	Emily Bailey	Parent
SOT Team Member	Sean Cooper	Parent
SOT Team Member	Gregory Lintz	Parent
SOT Team Member	Isabelle Mendez	PE Instructional Aide
CI Team Member/SOT Team Member	Nicole Schrumpf	Explorations Teacher
CI Team Member/SOT Team Member	Teanna Streng	Librarian
Team Member	Alexandria Smith	Special Education Instruction Facilitator (SEIF)
Team Member	Rochelle Felix	Fifth Grade Teacher
Team Member	Anita Rebollo	Fourth Grade Teacher
Team Member	Melissa Bass	Third Grade Teacher
Team Member	Killarney Warner	Second Grade Teacher
Team Member	Evelyn Hernandez	First Grade Teacher
Team Member	Kristen Curto	Kindergarten Teacher
Team Member	Tiffany Jones	Behavior Strategist
Team Member	Christopher Enrile	Learning Strategist
Team Member	Heather Callahan	RBG3 Strategist
CI Team Lead	Matthew Okada	Assistant Principal
CI Team Lead	Annemarie Stover	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SY 26-27 Planning Team Meetings	4/8/26, 4/15/26, 4/22/26, 4/29/26	SY 26-27 Planning Team reflected upon schoolwide data and shifts that were made during SY 25-26 (Collaborative Lesson Design Model for PLC, MTSS supports, etc.)
School Organizational Team Meeting	5/21/26	SOT Team reviewed NWEA MAP Spring 2026 assessment data as well as reflected upon highlights of the year and opportunities for growth across the school community.