

Clark County School District

Pittman, Vail ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, AB219



Mission Statement

Vail Pittman Mission Statement

At Vail Pittman, we strive to create a safe environment with high expectations where all school and community members work collaboratively to promote a strong academic focus.

Vision

We aim to develop lifelong learners, establish positive relationships with others, and produce successful, contributing citizens.

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/vail_pittman_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Pittman ES supports TIER I Instruction through structured systems. Our Wrap-Around Service team conducts daily check-ins with adult mentors and provides behavioral feedback to students, staff, and families. The school counselor, social worker, and behavior interventionist hold small group sessions to develop social-emotional and behavioral skills. We also offer targeted interventions for students struggling with interpersonal interactions and encourage self-monitoring techniques. Our instructional team provides academic support across all content areas, while the leadership team collaborates with teachers and students daily to enhance learning activities and instruction.

In Spring 2024, 31% of students scored in the 61st percentile and above in math, and 19% in reading.

In Spring 2025, 35% of students scored in the 61st percentile and above (4% increase), and 24% in reading (5% increase).

Student Success Areas for Growth

Pittman has identified key areas for growth, specifically in delivering high-quality, tiered professional development programs for staff. By enhancing the effectiveness of these professional development initiatives, we can empower teachers to create more engaging and impactful lesson plans, ultimately fostering significant academic growth among students. This focused approach will not only improve instructional practices but also cultivate a collaborative environment where educators can share insights and strategies for success.

According to the MAP Spring 2025 data, students scoring at or above the 61st percentile in both reading and math among the different grades are as follows:

- An encouraging 36% of Kindergarten students, showcasing the strong early learning foundation.
- For 1st-grade students, 23% in these fundamental subjects, indicating areas for growth and targeted support.
- Among 2nd graders, 34%, suggesting that ongoing efforts in classroom instruction are starting to bear fruit.
- In 3rd grade, 28%, highlighting both progress and opportunities for further enhancement.
- Finally, in 4th grade, 24%, emphasizing the continuous need for strategic interventions to elevate student outcomes.

Student Success Equity Resource Supports

The ELL department shared strategies with professional staff development days. Weighted Funds provide tutoring for EL students.

In addition to the school-wide goal and considered [equity supports](#), we have adopted the following Student Success Action Plan in alignment with AB 335

AB 335 Data Reviewed

ELL ELA Proficiency: The number of proficient ELL students in ELA SBAC was 3% in 2024.

ELL Math Proficiency: The number of proficient ELL students in Math SBAC was 17% in 2024.

ELL WIDA Met AGP: The number of ELL students who met AGP on the WIDA in 2024 was 50%

AB 335 Student Success Root Causes: As evidenced by SBAC proficiency, English language learners are performing in the bottom 30th percentile

AB 335 Student Success Improvement [Strategy](#):

Consistent TIER I Instruction aligned to CCSD TIER I Instructional expectations.

Utilize TIER I materials consistently for ELA, Math, and Science.

Reading Skill Center

AB 335 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

95 CORE level 2, HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3;

Amplify Science level 1, iReady level 1, STEAM level 2, LEXIA, level 1, Data Analysis level 2,

Imagine Learning level 3, Coaching level 2,

CHAMPS level4, Write Tools (No level)

Reading Skill Center level 1 (MTSS)

AB 335 Student Success Action

- **Action Plan 1:** We will create a reading center that targets closing literacy gaps, emphasizing English Language Learners five days a week for thirty minutes, targeting the four WIDA domains (speaking, reading, listening, and writing). Additionally, we will provide academic and enrichment opportunities through our after-school program, which will provide tutoring to help close achievement gaps in ELA and mathematics. Students will use LEXIA to acquire English Language Skills, Reading Center, and After-School Tutoring.

Monitoring: Evaluate progress from Map scores three times a year

Person Responsible: administrators, strategists, teachers, social workers, counselors

- **Action Plan 2:** Ensure learning intentions and success criteria correlate with activities conducted during instruction.
21st Century Skills are in place (critical thinking, and reasoning, information literacy, collaboration, self-direction, and

in Nevada. A root cause of their low performance in language proficiency and content achievement is teachers' need to provide discourse tasks in Tier 1 instruction so they can access the content and build language development simultaneously. Students need discourse structures to develop their language proficiency and increase content achievement. In addition, students need targeted intervention support in Tier II.

AB 335 Student Success Goals:

- **Mathematics Summative Assessment:** Increase the percentage of ELL students proficient in Math from 17% to 22%, as measured by the 2025 SBAC Assessment.
- **Language Arts Summative Assessment:** Increase the percentage of ELL students proficient in ELA from 3% to 10%, as measured by the 2025 SBAC Assessment.

Language Summative Assessment: Increase the percentage of ELL students meeting the Adequate Growth Percentile (AGP) in WIDA from 50% in 2024 to 55% by 2025, as measured by the WIDA and reported on the NSPF.

invention) geared towards mastery of content areas based on formative and summative assessments.

Monitoring: Evaluate progress from Map scores three times a year

Person Responsible: administrators, strategists, teachers, social workers, counselors

- **Action Plan 3:** Provide professional development learning for all staff and build collaboration among teachers and coaches to support initiatives for professional learning communities.

Monitoring: Evaluate progress from Map scores three times a year

Person Responsible: administrators, strategists, teachers, social workers, counselor

- **Action Plan 4:** Family engagement through parent meetings through our Pittman Panther Plug on November 20, 2024 (3:30 pm-4:30 pm) and December 18, 2024 (3:30 pm-4:30 pm), to provide families with activities to support the academic development of ELA and mathematical skills. Additionally, we host family events such as Trunk or Treat, movie nights, STEAM nights, meet & greet, open house, and parent-teacher conferences.

Monitoring: Evaluate progress from Map scores three times a year

Person Responsible: Daniela Mayoral

AB 335 Student Success Professional Learning

- **Professional Learning for [audience]:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
- 95 Phonics-Level 1, Learning A-to-Z-Level 1, Imagine Learning-Level 3, Amplify Science-Level 1, Coaching-Level 2, CHAMPS-level 4, Write Tools-(No Level), Data Analysis-Level

| Foster/Homeless | Our community faces significant challenges related to foster and homeless individuals, particularly concerning the high turnover of students who transfer among various schools throughout the academic year. This constant flux creates instability not only for the students but also for their families as they seek support. Additionally, we encounter considerable difficulties due to outdated contact information for these families, which complicates our ability to provide essential services and resources. This situation underscores the urgent need for improved communication and support systems to better serve those in need. | Providing resources for student learning, differentiation, scaffolds, and supports |
|-----------------------------------|---|--|
| Free and Reduced Lunch | N/A | N/A |
| Migrant/Title I-C Eligible | N/A | N/A |
| Racial/Ethnic Minorities | The challenges we encounter revolve around the critical task of closing the achievement gaps that exist among various student groups. This requires us to implement effective scaffolding strategies, tailor our teaching methods through differentiation, and provide specific accommodations, all aimed at meeting the diverse needs of every student in our classroom. By addressing these issues, we strive to create an equitable learning environment where all students can thrive and reach their full potential. | Providing resources for student learning, differentiation, scaffolds, and supports |

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| | | |
| Students with IEPs | The challenges we encountered involved equipping our staff with comprehensive training on the intricacies of implementing Individualized Education Program (IEP) accommodations. It is essential that educators not only understand the IEP process but also effectively address the unique needs of each student as outlined in their respective plans. This includes developing tailored strategies to support students with diverse learning requirements, ensuring they receive the appropriate resources and interventions necessary for their educational success. Providing this level of training is critical to fostering an inclusive learning environment where all students can thrive. | Providing resources for student learning, differentiation, scaffolds, and supports |

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): At Vail Pittman Elementary School, 34% of students in mathematics and 24% of students in reading in grades K-5 scored at the 61st percentile or above. Recognizing the importance of strong foundational skills in both subjects, the school is dedicated to providing extensive support for its teaching staff. This initiative aims to foster successful fluency in math and English Language Arts (ELA) among students. To facilitate this, Vail Pittman will implement a comprehensive program that includes professional development workshops, coaching sessions, and resources tailored from research-based curricula, all focused on enhancing educators' abilities to effectively navigate technology in the classroom.

Critical Root Cause: Effective TIER I instruction requires grade-level-appropriate tasks. Teachers need more training to understand tiered instruction, unwrap standards, analyze data for instructional decisions, scaffold, and differentiate based on individual student needs, all while ensuring alignment with standards.

Problem Statement 2 (Prioritized): AB 335: As evidenced by SBAC, ELs are performing below other identified student groups in the school.

Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to a lack of targeted TIER II support.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students scoring at or above the 61st percentile in the Fall for 2024 ELA from 23% to 27% by the Spring 2025 MAP assessment. Students will increase their Spring score in math from 19% to 24% by Spring 2025.

- Aligns with District Goal
- Formative Measures: MAP Assessments

| Improvement Strategy 1 Details | | | | Reviews | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------|----------|----------------------------------|--|-------------------------|---|----------------------------------|--|-------------------------|---|---|----------|-------------------------|---|---|--|-------------------------|---|---|---------------------------------------|-------------------------|---|--|---------------------------------------|-------------------------|--------------|--|----------------|
| <p>Improvement Strategy 1: Consistent TIER I Instruction aligned to CCSD TIER I Instructional expectations. Utilize TIER I materials consistently for ELA, Math, and Science. 6/2/25 iReady-reinforcement supplemental Enrichment</p> <p>Evidence Level: HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1. Update 6/2/25 Social Studies (InquirEd level 1, i-Ready level 1, CHAMPS level 4, Coaching level 1, STEAM ;eve; 3, Data Analysis level 2)</p> <p>Intended Outcome: Students' proficiency in reading and math using Tier I instruction aligned to grade-level appropriate standards.</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Implement Tier I Best Practices.</td><td>teachers, administrators, strategists, counselor, social worker, support staff</td><td>Fall 2025 - Spring 2026</td></tr><tr><td>2</td><td>Teachers and students are clear about what the content and language objectives are for the day and learning</td><td>Teachers</td><td>Fall 2025 - Spring 2026</td></tr><tr><td>3</td><td>21st Century Skills are in place: critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.)</td><td>teachers, administrators, strategists, counselor, social worker, support staff</td><td>Fall 2025 - Spring 2026</td></tr><tr><td>4</td><td>The teaching and learning cycle is practical to measure student learning toward mastering standards on an ongoing basis using formative and summative assessments. Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs. Intentional, meaningful, and purposeful teaching occurs consistently throughout all content areas.</td><td>Teachers, administrators, strategists</td><td>Fall 2025 - Spring 2026</td></tr><tr><td>5</td><td>Staff Development Days, PLCs, PDs, Assessment Calendars with Action Plan Design for Common Assessments, and Components of Effective Lesson Planning.</td><td>Teachers, administrators, strategists</td><td>Fall 2025 - Spring 2026</td></tr></table> <p>Position Responsible: teachers, administrators, strategists, counselor, social worker, support staff</p> <p>Resources Needed: MAP Resources (Reports, Goal-Setting Reports), Assessments, Professional Learning and Development,</p> | | | | Action # | Actions for Implementation | Person(s) Responsible | Timeline | 1 | Implement Tier I Best Practices. | teachers, administrators, strategists, counselor, social worker, support staff | Fall 2025 - Spring 2026 | 2 | Teachers and students are clear about what the content and language objectives are for the day and learning | Teachers | Fall 2025 - Spring 2026 | 3 | 21st Century Skills are in place: critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.) | teachers, administrators, strategists, counselor, social worker, support staff | Fall 2025 - Spring 2026 | 4 | The teaching and learning cycle is practical to measure student learning toward mastering standards on an ongoing basis using formative and summative assessments. Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs. Intentional, meaningful, and purposeful teaching occurs consistently throughout all content areas. | Teachers, administrators, strategists | Fall 2025 - Spring 2026 | 5 | Staff Development Days, PLCs, PDs, Assessment Calendars with Action Plan Design for Common Assessments, and Components of Effective Lesson Planning. | Teachers, administrators, strategists | Fall 2025 - Spring 2026 | Status Check | | EOY Reflection |
| | | | | Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | Implement Tier I Best Practices. | teachers, administrators, strategists, counselor, social worker, support staff | Fall 2025 - Spring 2026 | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Teachers and students are clear about what the content and language objectives are for the day and learning | Teachers | Fall 2025 - Spring 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 21st Century Skills are in place: critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.) | teachers, administrators, strategists, counselor, social worker, support staff | Fall 2025 - Spring 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | The teaching and learning cycle is practical to measure student learning toward mastering standards on an ongoing basis using formative and summative assessments. Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs. Intentional, meaningful, and purposeful teaching occurs consistently throughout all content areas. | Teachers, administrators, strategists | Fall 2025 - Spring 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Staff Development Days, PLCs, PDs, Assessment Calendars with Action Plan Design for Common Assessments, and Components of Effective Lesson Planning. | Teachers, administrators, strategists | Fall 2025 - Spring 2026 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oct | Feb | June | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| In progress | No review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

NVACS, and Common Core Standards.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: Amplify Science
Level 2: Moderate: HMH Into Reading
Level 3: Promising: enVision Mathematics Common Core 2020
Level 4: Demonstrate Rationale: Social Worker, Wrap Around
Problem Statements/Critical Root Cause: Student Success 1

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Inquiry Area 1: Student Success

SMART Goal 2: We aim to improve student performance in ELA and math (MAP). For ELA, we will increase the percentage of students scoring at or above the 61st percentile from 24% to 29% by Fall 2025. This will be achieved through targeted interventions like tutoring and focused reading programs.

In math, we plan to raise the percentage of students scoring at or above the 34th percentile from 34% to 39% by Spring 2026. This will involve new curricula and hands-on learning. Our goal is to ensure all students reach their full potential.

Aligns with District Goal

Formative Measures: Tier I instruction serves as a foundational element in educational settings, emphasizing the importance of aligning with established standards. By clearly articulating learning intentions and success criteria, educators create a road map for students' academic progress. This instructional approach leverages a diverse array of research-based curricula and resources, specifically curated to meet the rigorous standards set forth by the Common Core State Standards (CCSS) for all content areas.

MAP Assessments; HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1. Update 6/2/25 Social Studies (InquirEd level 1, i-Ready level 1, CHAMPS level 4, Coaching level 1, STEAM ;eve; 3, Data Analysis level 2)

| Improvement Strategy 1 Details | | | | Reviews | | |
|--|--|---|-----------------------|--------------|-----------|----------------|
| Improvement Strategy 1: Ongoing professional development, professional learning communities, collaborative planning, small group instruction, intervention, Tier I curriculum, resources, and tools, Nevada Performance Academic Framework, College Career Readiness standards, Nevada Academic Content standards, Common Core Standards. Consistent TIER I Instruction aligned to CCSD TIER I Instructional expectations. Utilize TIER I materials consistently for ELA, Math, and Science. 6/2/25 iReady-reinforcement supplemental Enrichment | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | In progress | No review | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Implement Tier I Best Practices. | teacher, administrators, social worker, counselor support staff | Fall 2025-Spring 2026 | | | |
| 2 | Teachers and students are clear about what the content and language objectives are for the day, and the (6/2/25) Learning Criteria and Success Criteria. | teacher, administrators, social worker, counselor support staff | Fall 2025-Spring 2026 | | | |

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|----------|---|---|-----------------------|
| 3 | 21st Century Skills are in place: critical thinking and reasoning, information literacy, collaboration, self-direction, and invention. | teacher, administrators, social worker, counselor support staff | Fall 2025-Spring 2026 |
| 4 | The teaching and learning cycle is practical for measuring student learning toward mastering standards on an ongoing basis using formative and summative assessments. Appropriate and varied primary and supplemental materials and tools support different learning styles and needs. Intentional, meaningful, and purposeful teaching occurs consistently throughout all content areas. | teacher, administrators, social worker, counselor support staff | Fall 2025-Spring 2026 |
| 5 | Staff Development Days, PLCs, PDs, Assessment Calendars with Action Plan Design for Common Assessments, Components of Effective Lesson Planning, Data Chats, Tier I Instruction. | teacher, administrators, social worker, counselor support staff | Fall 2025-Spring 2026 |

Position Responsible: teacher, administrators, social worker, counselor support staff

Resources Needed: MAP Resources (Reports, Goal-Setting Reports), Assessments, Professional Learning and Development, NVACS, Common Core Standards, i-Ready Monthly Data Reports.

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: InquirEd/i-Ready/Amplify Science/Coaching

Level 2: Moderate: HMH Into Reading / Data Analysis

Level 3: Promising: enVision Mathematics Common Core 2020/ STEAM

Level 4: Demonstrate Rationale: CHAMPS

| Improvement Strategy 2 Details | | | | Reviews | | |
|--|--|-----------------------------|--|--------------|-----------|----------------|
| Improvement Strategy 2: Structured PLCs, unwrapping standards, aligning tasks and assessments at the appropriate grade levels for the specific content areas, school-wide data chats and accountability, and planning effective lesson delivery. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | In progress | No review | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | All educators at Pittman ES will complete the Understanding Language Development (ULD) professional learning series, sessions 1-4, to increase the knowledge and skills of teachers at Pittman ES to deliver practical, grade-level instruction in Tier I designed to provide English learners' access to the content. . | Teachers and Administrators | Monitoring Plan: The administration will receive a monthly ULD completion report to ensure all teachers complete the four sessions by May 2024 | | | |
| 2 | All educators at Pittman ES will participate in planning with instructional materials during PLC's and/or grade-level meetings. | Teachers and Administrators | The administration will receive a monthly ULD completion report to ensure all teachers complete the four sessions by May 2024. | | | |
| 3 | All teachers will participate in professional learning for LETRS. | Teachers and Administrators | The administration will monitor attendance to ensure all teachers complete by May 2024. | | | |
| Position Responsible: Teachers and Administrators Resources Needed: Strategists, Math/ELA Tools, Resource, and Planning Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: InquirEd/i-Ready/Amplify Science/Coaching Level 2: Moderate: HMH Into Reading / Data Analysis Level 3: Promising: Creating a positive school climate and cultur Level 4: Demonstrate Rationale: Social Worker, Wrap Around Problem Statements/Critical Root Cause: Student Success 1 | | | | | | |

Inquiry Area 1: Student Success

SMART Goal 3: Increase math proficiency among English Learners from 21.8% in 2025 to 26.8% in 2026, as measured by state summative assessments.
Increase ELA proficiency among English Learners from 9% in 2025 to 14% in 2026, as measured by state summative assessments.
Increase the percentage of English Learners proficient on the WIDA language assessment, from 28.8% in 2025 to 33.8% in 2026.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
i-Ready
Grades and/or classroom assessments

| Improvement Strategy 1 Details | | | | Reviews | | | | | | | | | | | | | | | | | | |
|---|-------------------------------------|---------------|-------------------|-----------|----------------------------|-----------------------|------------------|---|----------------|--------|------------------|---|-------------------------------------|--------|------------------|---|--------------------------|---------------|-------------------|--------------|--|----------------|
| Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL)). <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Reading Center</td><td>Tutors</td><td>Daily August-May</td></tr><tr><td>2</td><td>Small Group Intervention Groups-ELL</td><td>Tutors</td><td>Daily August-May</td></tr><tr><td>3</td><td>Professional Development</td><td>EL Strategist</td><td>Weekly August-May</td></tr></table> <p>Position Responsible: Principal Resources Needed: K-12 Summit Materials Rigby Readers i-Ready Lessons ULD</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: Summit K-12 Problem Statements/Critical Root Cause: Student Success 2</p> | | | | Action # | Actions for Implementation | Person(s) Responsible | Timeline | 1 | Reading Center | Tutors | Daily August-May | 2 | Small Group Intervention Groups-ELL | Tutors | Daily August-May | 3 | Professional Development | EL Strategist | Weekly August-May | Status Check | | EOY Reflection |
| | | | | Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | | | | | | | | | | | | | |
| | | | | 1 | Reading Center | Tutors | Daily August-May | | | | | | | | | | | | | | | |
| 2 | Small Group Intervention Groups-ELL | Tutors | Daily August-May | | | | | | | | | | | | | | | | | | | |
| 3 | Professional Development | EL Strategist | Weekly August-May | | | | | | | | | | | | | | | | | | | |
| Oct | Feb | June | | | | | | | | | | | | | | | | | | | | |
| | | | | No Review | No review | | | | | | | | | | | | | | | | | |

Adult Learning Culture

Adult Learning Culture Areas of Strength

Educators diligently engage in professional development, collaborative planning, and professional learning communities, aimed at deepening their content expertise. This dedicated approach not only enhances their knowledge but is also fundamentally focused on promoting academic growth and achievement for all students, ensuring that each learner reaches their full potential.

Adult Learning Culture Areas for Growth

To enhance student achievement, it is essential to emphasize the importance of effective Tier I instruction. This can be accomplished by ensuring that educators utilize data-driven decision-making and establish clear learning intentions and success criteria that align with established standards in all lessons and content areas. Additionally, ongoing professional development and active participation in professional learning communities (PLCs) should be encouraged to further enrich teachers' knowledge and skills.

Adult Learning Culture Equity Resource Supports

| Student Group | Challenge | Solution |
|---------------|--|--|
| | <p>Providing resources for student learning, differentiation, scaffolds, and support. Weighted Funds provide tutoring for EL students.</p> <p>In addition to the school-wide goal and considered equity supports, we have adopted the following Adult Learning Culture Action Plan in alignment with AB 335 <i>AB 335 Data Reviewed</i></p> | <p>AB 335 Adult Learning Culture Improvement <u>Strategy</u>: Understanding Language Development, LETRS</p> <p>AB 335 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p> <ul style="list-style-type: none">• ULD is not a program. It does not have an evidence level.• Instructional Materials - HMH level 2, 95 Core level 1, enVisions level 3, Amplify level 1• Instructional Design and Delivery - Teacher Learning Cycle, Pacing Guides, and Literacy and Math Framework reflected in the lesson plans. N/A no level listed• Professional Learning and Collaboration - Understanding Language Development (This strategy does not have a level code)level N/A no level listed• LETRS (Language Essentials for Teachers of Reading and Spelling) Level 3 |

English Learners

*Understanding Language Development
Professional Learning Participation
82% of our teachers completed Session 1 of
the ULD sessions.
79% of our teachers completed Session 2 of
the ULD sessions.
76% of our teachers completed Session 3 of
the ULD sessions.
76% of our teachers completed Session 4 of
the ULD sessions.*

AB 335 Adult Learning Culture Root Causes: As evidenced by classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills for educators to deliver effective Tier I instruction designed to provide support for English learners to have access to the content that builds English language development and content simultaneously.

AB 335 Adult Learning Culture Goals:

Increase the number of teachers who implement regular, structured, tiered I supports as outlined in the school's MTSS plan from 2023 at the end of the first semester to 2024 at the end of the second semester, May 2025, as measured by teacher lesson plans.

AB 335 Adult Learning Culture Action

- **Action Step 1:** All educators at Pittman ES will complete the Understanding Language Development (ULD) professional learning series, sessions 1-4, to increase the knowledge and skills of teachers at Pittman ES to deliver practical, grade-level instruction in Tier I designed to provide English learners' access to the content.
 - **Monitoring Plan:** The administration will receive a monthly ULD completion report to ensure all teachers complete the four sessions by May 2024.
 - **Person Responsible:** Teachers and Administrators
- **Action Step 2:** All educators at Pittman ES will participate in planning with instructional materials during PLC's and/or grade-level meetings.
 - **Monitoring Plan:** Q 1,2, 3, 4
 - **Person Responsible:** Teachers and Administrators
- **Action Step 3:** All teachers will participate in professional learning for LETRS.
 - **Monitoring Plan:** The administration will monitor attendance to ensure all teachers complete by May 2024.
 - **Person Responsible:** Teachers and Administrators

AB 335 Adult Learning Culture Professional Learning

Professional Learning for Educators: Professional learning on discourse structures to raise the academic discourse level among ELL students. Professional learning on ULD and LETRS.

| Student Group | Challenge | Solution |
|----------------------------------|---|--|
| Foster/Homeless | Our community faces significant challenges related to foster and homeless individuals, particularly concerning the high turnover of students who transfer among various schools throughout the academic year. This constant flux creates instability not only for the students but also for their families as they seek support. Additionally, we encounter considerable difficulties due to outdated contact information for these families, which complicates our ability to provide essential services and resources. This situation underscores the urgent need for improved communication and support systems to better serve those in need. | Providing resources for student learning, differentiation, scaffolds, and supports |
| Free and Reduced Lunch | N/A | N/A |
| Migrant/Title1-C Eligible | N/A | N/A |
| Racial/Ethnic Minorities | The challenges we encounter revolve around the critical task of closing the achievement gaps that exist among various student groups. This requires us to implement effective scaffolding strategies, tailor our teaching methods through differentiation, and provide specific accommodations, all aimed at meeting the diverse needs of every student in our classroom. By addressing these issues, we strive to create an equitable learning environment where all students can thrive and reach their full potential. | Providing resources for student learning, differentiation, scaffolds, and supports |

| Student Group | Challenge | Solution |
|--------------------|---|--|
| Students with IEPs | The challenges we encountered involved equipping our staff with comprehensive training on the intricacies of implementing Individualized Education Program (IEP) accommodations. It is essential that educators not only understand the IEP process but also effectively address the unique needs of each student as outlined in their respective plans. This includes developing tailored strategies to support students with diverse learning requirements, ensuring they receive the appropriate resources and interventions necessary for their educational success. Providing this level of training is critical to fostering an inclusive learning environment where all students can thrive. | Providing resources for student learning, differentiation, scaffolds, and supports |

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teacher efficacy and data analysis are critical to successfully implementing Tier I instruction. We must employ differentiated instruction through small group teaching to effectively address the diverse needs of all learners.

Critical Root Cause: Teacher efficacy and data analysis are fundamental components in the successful implementation of Tier I instruction. To address the diverse learning needs of all students effectively, we must integrate differentiated instruction, particularly through small group teaching. This method allows educators to tailor their approach, providing targeted support that can adapt to various learning styles and paces. By offering personalized attention and engaging activities, teachers can foster a more inclusive classroom atmosphere. As a result, students are more likely to feel empowered and motivated, leading to increased engagement and academic achievement. Through these strategies, we can ensure that every learner receives the quality education they deserve.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2023-2024 school year, 50% of PLCs were observed. The leadership team will provide 100% (2024-2025), as tracked by the internal spreadsheet system, of PLC coaching and mentoring to licensed and support staff to design practices aligned to all PLCs' Teaching and Learning Cycle Plan and Tier I and II components. Evidence will show, by utilizing Focal Point, that over 80% of practices are implemented through observations and instructional rounds.

- Aligns with District Goal
- Formative Measures: Observations, Focal Point Tier I Monitoring Tool, Instructional Rounds
- Equity: Ensure that effective educators are available in low-performing schools.
- Access to Quality: Provide high-quality professional learning opportunities.
- Success: Reduce the number of vacancies among licensed educational personnel.
- Inclusive: Support students in the Least Restrictive Environment. Community: Expand the pool of candidates in the educator pipeline. Transparency: Foster effective

communication.

| Improvement Strategy 1 Details | | | | Reviews | | |
|--|--|---|---|--------------|-----------|----------------|
| Improvement Strategy 1: Structured PLCs, unwrapping standards, aligning tasks and assessments at the appropriate grade levels for the specific content areas, and planning effective lesson delivery. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | In progress | No review | |
| | | | | | | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Designing instruction based on standards Standards-based lesson/ task alignment PLC focuses on unwrapping the standards/data-driven decision-making Professional Development Master Instructional Schedule/align to CCSD Instructional Pacing Guides | teachers, administrators, strategist, support staff, counselor, social worker | Fall 2025 Spring 2026 | | | |
| 2 | All educators at Pittman ES will participate in planning with instructional materials during PLC's and/or grade-level meetings. | Teachers and Administrators | Q 1,2, 3, 4 | | | |
| 3 | All teachers will participate in professional learning for LETRS. | Teachers and Administrators | The administration will monitor attendance to ensure all teachers complete by May 2024. | | | |
| Position Responsible: teachers, administrators, strategist, support staff, counselor, social worker | | | | | | |
| Resources Needed: Strategists, Math/ELA Tools, and Resource, and Planning Time | | | | | | |
| Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 | | | | | | |
| Evidence Level Level 1: Strong: Build a committed staff through professional development Level 2: Moderate: Fastbridge Level 3: Promising: Creating a positive school climate and cultur Level 4: Demonstrate Rationale: CHAMPS | | | | | | |
| Problem Statements/Critical Root Cause: Adult Learning Culture 1 | | | | | | |

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: During the 2024-2025 school year, 70% of PLCs were observed. For the 2025-2026 school year, the leadership team will provide 100% PLC coaching and mentoring to licensed and support staff to align practices with the Teaching and Learning Cycle Plan and Tier I and II components. We will use data, observations, participation, accountability reports, and NEPF to ensure the implementation of goals 1, 2, and 3 through observations and instructional rounds.

Data-driven decision-making is essential for lesson planning, instruction, curriculum, and resources. We will enhance data-driven professional coaching with immediate feedback and support.

Evidence Level: HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1. Update 6/2/25 Social Studies (InquirEd level 1, i-Ready level 1, CHAMPS level 4, Coaching level 1, STEAM ;eve; 3, Data Analysis level 2)

Aligns with District Goal

Formative Measures: Equity: Ensure that effective educators are available in low-performing schools.

Access to Quality: Provide high-quality professional learning opportunities.

Success: Reduce the number of vacancies among licensed educational personnel.

Inclusive: Support students in the Least Restrictive Environment. Community: Expand the pool of candidates in the educator pipeline. Transparency: Foster effective communication.

(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

95 CORE level 2, HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1, InquirEd, iReady, Reading Skill Center level 1 (MTSS)

| Improvement Strategy 1 Details | | | | Reviews | | |
|---|---|---|-----------------------|--------------|-----------|----------------|
| Improvement Strategy 1: Structured PLCs, unwrapping standards, aligning tasks and assessments at the appropriate grade levels for the specific content areas, school-wide data chats and accountability, and planning effective lesson delivery. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | In progress | No review | |
| | | | | | | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Designing instruction based on standards | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 2 | Standards-based lesson/task alignment | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 3 | PLC focuses on unwrapping the standards/data-driven decision-making | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 4 | Professional Development | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 5 | Master Instructional Schedule/align to CCSD Instructional Pacing Guides | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 6 | Schoolwide data chats | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| 7 | Accountability | teachers, administrators, support staff, counselor, social worker, strategist | Fall 2025-Spring 2026 | | | |
| Position Responsible: teachers, administrators, support staff, counselor, social worker, strategist Resources Needed: Strategists, Math/ELA Tools, Resources, and Planning Time, Professional Development Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Core, Amplify, iReady, Lexia, Leveled Literacy, Counselor Level 2: Moderate: PLC, Coaching, Data Analysis, HMH Level 3: Promising: envisions, STEAM, Zones of Regulation, MAP Growth Assessment Level 4: Demonstrate Rationale: Social Worker, Wrap Around Problem Statements/Critical Root Cause: Adult Learning Culture 1 | | | | | | |

Connectedness

Connectedness Areas of Strength

A strong partnership among families, students, teachers, support staff, and all stakeholders is essential for fostering student success as we navigate the learning journey together. This year's collective efforts have significantly reduced chronic absenteeism and behavioral incidents, while also enhancing family engagement,

ensuring safety, and establishing meaningful two-way communication among everyone involved. Together, we are creating a vibrant community dedicated to the growth and achievement of every student.

Connectedness Areas for Growth

To drive exceptional student success, we will strengthen our partnership among families, students, teachers, and support staff. We are committed to increasing community involvement by actively promoting student and staff attendance. By fostering an engaging environment where student voices lead our decisions, we are confident that we will create a dynamic atmosphere that empowers every learner to excel.

Connectedness Equity Resource Supports

| Student Group | Challenge | Solution |
|------------------|---|--|
| English Learners | <p>Providing resources for student learning, differentiation, scaffolds, and support. Weighted Funds provide services in alignment with “Tutoring services.”</p> <p>In addition to the school-wide goal and considered equity supports, we have adopted the following Connectedness Action Plan in alignment with AB 219</p> <p><i>AB 335 Data Reviewed</i></p> <p><i>Chronic Absenteeism:</i> 15.5% of ELL students are chronically absent.</p> <p>AB 335 Connectedness Root Causes: As evidenced by Focus ED, the problem is chronic absenteeism. A root cause of the low performance of English language learners in language proficiency and content achievement is high absenteeism among our multilingual learners. Our students must attend school to engage actively in content and language with their peers.</p> <p><i>Areas of Strength: The wrap-around Service team</i></p> | <p>AB 335 Connectedness Improvement Strategy: The wrap-around Services team and the partnership with ReInvent will monitor student attendance, make regular home visits when applicable, conduct parent communication parent workshops, and provide resources, referrals, and incentives to increase overall attendance for students through attendance celebrations and rewards weekly.</p> <p>AB 335 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Wrap-Around and ReInvent Level 4, PLC-Level 2, Social Worker-Level 4, Sound Partners-Level 1, STEAM-Level 3</i></p> <p>AB 335 Connectedness Action</p> <ul style="list-style-type: none">• Action Steps:<ul style="list-style-type: none">◦ Wrap-Around Services team and the partnership with ReInvent daily monitor student attendance◦ Run am/pm reports to identify absent students◦ Celebrate the end of the week student attendance◦ Parent Plug (November 18, January 20, February 17, March 23, and April 20) |

| | | |
|----------------------------------|--|---|
| | <p><i>partnered with community liaisons such as ReInvent to assist in 2-way communication with parents and home visits to decrease chronic absenteeism, including positive reinforces and incentives.</i></p> <p><i>Areas for Growth: Provide data and information to families about the importance of students attending school.</i></p> <p>AB 335 Connectedness <u>Goals</u>:</p> <ul style="list-style-type: none"> Decrease the percentage of ELL students who are chronically absent, as reported in Focus ED, from 15.5% to 10% by May 2025. | <p>Monitoring Plan: The wrap-around Services team and the partnership with ReInvent will monitor student attendance, make regular home visits when applicable</p> <p>Person Responsible:</p> <ul style="list-style-type: none"> School Counselor School Social Worker Licensed Educator Behavior Strategist <p>AB 335 Connectedness Professional Learning</p> <ul style="list-style-type: none"> Professional Learning [1] for [audience]: <i>Weekly staff meetings (celebrate success), monthly committee meetings, and opportunities for parents to plan events and meetings</i> Parent involvement will include parents in decision-making, planning events, and creating volunteer opportunities. |
| Foster/Homeless | <p>Our community faces significant challenges related to foster and homeless individuals, particularly concerning the high turnover of students who transfer among various schools throughout the academic year. This constant flux creates instability not only for the students but also for their families as they seek support. Additionally, we encounter considerable difficulties due to outdated contact information for these families, which complicates our ability to provide essential services and resources. This situation underscores the urgent need for improved communication and support systems to better serve those in need.</p> | <p>Providing resources for student learning, differentiation, scaffolds, and support.</p> |
| Free and Reduced Lunch | N/A | N/A |
| Migrant/Title1-C Eligible | N/A | N/A |

| Student Group | Challenge | Solution |
|---------------------------------|---|--|
| Racial/Ethnic Minorities | The challenges we encounter revolve around the critical task of closing the achievement gaps that exist among various student groups. This requires us to implement effective scaffolding strategies, tailor our teaching methods through differentiation, and provide specific accommodations, all aimed at meeting the diverse needs of every student in our classroom. By addressing these issues, we strive to create an equitable learning environment where all students can thrive and reach their full potential. | Providing resources for student learning, differentiation, scaffolds, and supports |
| Students with IEPs | The challenges we encountered involved equipping our staff with comprehensive training on the intricacies of implementing Individualized Education Program (IEP) accommodations. It is essential that educators not only understand the IEP process but also effectively address the unique needs of each student as outlined in their respective plans. This includes developing tailored strategies to support students with diverse learning requirements, ensuring they receive the appropriate resources and interventions necessary for their educational success. Providing this level of training is critical to fostering an inclusive learning environment where all students can thrive. | Providing resources for student learning, differentiation, scaffolds, and supports |

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Effective communication, a positive climate and culture, a growth mindset, and a commitment to addressing the challenges of high transience among staff, families, and students, as well as tackling the issue of chronic absenteeism, are essential for fostering a thriving educational environment.

Critical Root Cause: Daily attendance of both students and staff plays a critical role in the educational environment, as disruptions in this area can significantly hinder the overall learning process. Inefficient communication between all parties--students, educators, and parents--exacerbates these issues, creating barriers to effective collaboration and support. Moreover, the current accountability measures in place are often ineffective, leading to a lack of follow-through on academic and behavioral expectations. This situation, combined with contributions from various factors such as academic performance, behavioral issues, and social-emotional learning, highlights the pressing need for a more integrated approach to support.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce chronic absenteeism from 26% in 2025 to 21% by 2026, according to the Focus Ed report. Ensure that at least 40% of students

achieve proficiency or score at or above the 61st percentile in ELA and math at every grade level.

Aligns with District Goal

Formative Measures: Equity: Address disproportionate discipline.

Access to Quality: Implement a Multi-Tiered System of Support

Success: Improve school safety.

Inclusive: Improve school climate.

Community: Expand access to behavioral health professionals.

Transparency: Cultivate a public-friendly Department.

| Improvement Strategy 1 Details | | | | Reviews | | |
|--|--|--|--------------------------|--------------|-----------|----------------|
| Improvement Strategy 1: Launch an engaging school-wide attendance incentive program designed to empower students and their families. Join forces with all stakeholders to orchestrate events that foster vibrant community connections and strengthen our shared commitment to education. | | | | Status Check | | EOY Reflection |
| | | | | Oct | Feb | June |
| | | | | In progress | No review | |
| Action # | Actions for Implementation | Person(s) Responsible | Timeline | | | |
| 1 | Weekly staff meetings (celebrate success), monthly committee meetings, and opportunities for parents to plan events and conferences. | teachers, administrators, support staff, strategists, counselors, social-workers | Fall 2025 Spring 2026 | | | |
| 2 | The parent involvement will include parents in the decision-making process, organizing student events, and creating volunteer opportunities. | teachers, administrators, support staff, strategists, counselors, social-workers | Fall 2025 Spring 2026 | | | |
| 3 | IC letter tracking for absenteeism, truancy officers, ReInvent Partnership, home visits, two-way communication | teachers, administrators, support staff, strategists, counselors, social-workers | Fall 2025 Spring 2026 | | | |
| 4 | Professional Development | teachers, administrators, support staff, strategists, counselors, social-workers | Fall 2025 Spring 2026 | | | |
| 5 | Professional Learning Communities | teachers, administrators, support staff, strategists, counselors, social-workers | Fall 2025 Spring 2026 | | | |
| Position Responsible: teachers, administrators, support staff, strategists, counselors, social-workers Resources Needed: Wrap-Around Services Team, Social Committee Leadership Team Materials/Supplies Planning Time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Counselor Level 2: Moderate: PLC, Coaching, Data Analysis Level 3: Promising: STEAM, Zones of Regulation Level 4: Demonstrate Rationale: Social Worker, Wrap Around, Future Smiles Problem Statements/Critical Root Cause: Connectedness 1 | | | | | | |

Priority Problem Statements

Problem Statement 1: Teacher efficacy and data analysis are critical to successfully implementing Tier I instruction. We must employ differentiated instruction through small group teaching to effectively address the diverse needs of all learners.

Critical Root Cause 1: Teacher efficacy and data analysis are fundamental components in the successful implementation of Tier I instruction. To address the diverse learning needs of all students effectively, we must integrate differentiated instruction, particularly through small group teaching. This method allows educators to tailor their approach, providing targeted support that can adapt to various learning styles and paces. By offering personalized attention and engaging activities, teachers can foster a more inclusive classroom atmosphere. As a result, students are more likely to feel empowered and motivated, leading to increased engagement and academic achievement. Through these strategies, we can ensure that every learner receives the quality education they deserve.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: Effective communication, a positive climate and culture, a growth mindset, and a commitment to addressing the challenges of high transience among staff, families, and students, as well as tackling the issue of chronic absenteeism, are essential for fostering a thriving educational environment.

Critical Root Cause 2: Daily attendance of both students and staff plays a critical role in the educational environment, as disruptions in this area can significantly hinder the overall learning process. Inefficient communication between all parties--students, educators, and parents--exacerbates these issues, creating barriers to effective collaboration and support. Moreover, the current accountability measures in place are often ineffective, leading to a lack of follow-through on academic and behavioral expectations. This situation, combined with contributions from various factors such as academic performance, behavioral issues, and social-emotional learning, highlights the pressing need for a more integrated approach to support.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: At Vail Pittman Elementary School, 34% of students in mathematics and 24% of students in reading in grades K-5 scored at the 61st percentile or above. Recognizing the importance of strong foundational skills in both subjects, the school is dedicated to providing extensive support for its teaching staff. This initiative aims to foster successful fluency in math and English Language Arts (ELA) among students. To facilitate this, Vail Pittman will implement a comprehensive program that includes professional development workshops, coaching sessions, and resources tailored from research-based curricula, all focused on enhancing educators' abilities to effectively navigate technology in the classroom.

Critical Root Cause 3: Effective TIER I instruction requires grade-level-appropriate tasks. Teachers need more training to understand tiered instruction, unwrap standards, analyze data for instructional decisions, scaffold, and differentiate based on individual student needs, all while ensuring alignment with standards.

Problem Statement 3 Areas: Student Success

Problem Statement 4: AB 335: As evidenced by SBAC, ELs are performing below other identified student groups in the school.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to a lack of targeted TIER II support.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - Panorama Surveys,
 - Districtwide survey,
 - Culture and Climate Survey Results
 - ReadyGen, Envisions, LEXIA, Imagine Learning, AIMS Plus, ELL Strategist

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other
 - Surveys, Qualitative through Discussion (PLCs)
 - Training, Workshops, Observations with Action Steps, and Feedback
 - PLCs, PDs, Coaching, Staff Development Days based on Teachers' Needs
 - Tier I Instructional Monitoring Tool
 - Schoolwide Data Chats
 - Leadership Team Professional Development

Connectedness

- Attendance

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

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs of the school center on several critical areas that require urgent attention. Firstly, over 50% of students are struggling to achieve proficiency in both reading and math, which highlights a significant gap in essential academic skills. Additionally, there is a pressing need to enhance our capability to accurately interpret data. This data analysis is crucial for informing instructional practices and tailoring interventions to meet the diverse needs of learners. Finally, we must prioritize making evidence-based decisions that are strategically aimed at fostering student growth and improving overall achievement levels. By addressing these areas, we can create a more supportive and effective educational environment for all students. We will meet weekly to address needs assessment.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site-Based Committee, which consists of committed staff, parents, and community members, meets once a month during School Organizational Team (SOT) sessions. Additionally, we hold a meeting each semester to review MAP data and gather weekly during Professional Learning Communities (PLCs) to analyze grade-level data and identify effective action steps for improvement. To foster transparency and collaboration, we share all relevant information during professional development sessions, SOT meetings, parent-teacher conferences, and family engagement academic events. For those interested in learning more about our school initiatives related to the Clark County School District (CCSD), we encourage you to visit the school's website for further details.

2.2: Regular monitoring and revision

During Act 2 (September-October and January-February): Navigating Our Course, CI teams will actively monitor our progress towards our goals by utilizing the "Now, Next, Need" question protocol, additional tools needed to make informative decisions. This approach will help us analyze data effectively and reflect on the implementation of our plans, which include school-wide data chats for students and staff. We are committed to making real-time adjustments as needed, ensuring that our strategies yield the desired improvements through our collaborative weekly planning time and staff development days. The results of our analysis will be documented in the Status Checks section of this plan and shared on school websites, fostering clear communication with our school community.

2.3: Available to parents and community in an understandable format and language

In accordance with the Nevada Revised Statutes (NRS) 388G, school plans are not only a requirement but also a commitment to transparency, as they must be prominently displayed on both the district and school websites. Once approved, the School Improvement Plan (SIP) is thoughtfully published following each Act in our Continuous Improvement Process, guiding us on our journey toward excellence. With a diverse community speaking 111 languages, we proudly offer translation services to ensure that every voice is heard and understood.

2.4: Opportunities for all children to meet State standards

The Clark County School District adopts a comprehensive curriculum that decisively aligns with state standards in English language arts, mathematics, science, and social studies. This curriculum is equipped with differentiated scaffolds and supports to effectively address the diverse needs of our students.

With Title I funding, we commit to significantly enhancing student support in classrooms. Our initiatives focus on the strategic recruitment and retention of highly effective educators, as well as on empowering our staff with class-size reduction strategies and essential Tier I and Tier II resources that drive student achievement. We are resolute in our efforts to create an educational environment that demands excellence and nurtures lifelong learning

2.5: Increased learning time and well-rounded education

Each school within the district employs a comprehensive Multi-tiered Systems of Support (MTSS) framework, which underscores our steadfast commitment to promoting student success through targeted interventions. Our systems and structures are aligned with the CCSD Multi-Tier Support systems, emphasizing academic achievement, behavioral development, and social-emotional learning.

2.6: Address needs of all students, particularly at-risk

Title I resources empower our trans-formative initiatives aimed at meeting the diverse needs of all students, especially those who are at risk. Our school is dedicated to cultivating inclusive learning environments that tailor instruction to the unique needs of each student. We provide a safe, caring, and nurturing support system, firmly believing that every student can thrive and succeed.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, Continuous Improvement (CI) teams will engage in a comprehensive reflection of the school year. This critical evaluation will focus on assessing the effectiveness of our goals and improvement strategies, determining which initiatives will be sustained, revised, or discontinued in the upcoming school year as part of our commitment to continuous improvement.

To facilitate this reflective process, we will implement schoolwide data chats that will provide a structured opportunity for educators to analyze and discuss insights gained from our Fall/Winter and Spring data reports. These discussions will cover a variety of key areas, including student behavior, academic performance, and overall school culture.

In our meetings, we will collaboratively examine how these factors contribute to our school's climate and the level of family engagement. By delving into this data, we will identify patterns, celebrate successes, and address areas needing attention, ensuring that our strategies align with the diverse needs of our school community. This thorough approach will empower us to make informed decisions that promote ongoing growth and enhancement across all facets of our educational environment.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

We hold monthly school organization team meetings that bring together school leadership, staff, parents, and community stakeholders to actively collaborate on the development and revision of the Parent Involvement and Family Engagement Policy (PIFEP). This inclusive process ensures that everyone has a voice and valuable input is considered. Once finalized, the plan is prominently posted on the school website, making it easily accessible to all.

4.2: Offer flexible number of parent involvement meetings

We offer a diverse range of engaging parent involvement opportunities throughout the year, created through our dynamic enrichment events in collaboration with local community partners. These initiatives not only invite families into the school environment but also motivate their participation in various academic

activities, attendance recognition programs, and celebratory awards ceremonies. Additionally, we facilitate connections with community outreach agencies that provide valuable resources such as referrals, emotional support, care packages, and assistance with a variety of family needs. By fostering these partnerships, we aim to strengthen the educational experience and well-being of all families in our community.

We believe that all students, families, and CCSD employees at our school greatly benefit from our community outreach services and partnerships. Our commitment is to ensure that every stakeholder in our community has access to the information and resources they need to succeed.

Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|-----------------------------|--------------|---|---|
| General Funds Allocation | \$ 5,264,095 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |
| At-Risk Weighted Allocation | \$ 391,700 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|--------------------------------|-------------------|---|---|
| EL Weighted Allocation | \$ 374,646 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |
| General Carry Forward | \$ 1,408,058.55 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |
| At-Risk Weighted Carry Forward | \$ 19, 672.77 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---------------------------|---------------|---|---|
| EL Weighted Carry Forward | \$ 95, 682.26 | Staffing, technology, supplies, services, extra duty pay, incentives, class-size reduction, tutoring, curriculum, resources, tools, professional development family engagement, field trips, facilities, maintenance, preparation-buy-out | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |
| Title I | \$ 257,070 | family engagement, tutoring, schoolwide support | <i>Improved student achievement on summative assessments, decrease chronic absenteeism-behavior, professional development, tutoring class-size reduction, incentives, family engagement, supplies, curriculum, tools, resources, technology, facility maintenance Goals 1, 2, and 3</i> |
| | | | |
| | | | |
| | | | |

Continuous Improvement Team

| Team Role | Name | Position |
|------------------------------------|-------------------------|---------------------|
| Parent | Amber Brown | Parent |
| Parent | Marcus Brown | Parent |
| Support Staff | Jessica Villegas | Office Manager |
| Support Staff | Donna Ogawa | Office Clerk |
| Social Worker | Kim Fortson-Cox | Social Worker |
| Counselor | Sarah Pecoraro | Counselor |
| Teacher | Bernetta Chadwick | SEIF |
| Teacher | Trisha Chu | EL Strategist |
| Other School Leaders/Administrator | William Jackson | Assistant Principal |
| CI Team Lead | La Tonya Juniel-Swanson | Principal |

Community Outreach Activities

| | | |
|---|---------------|--|
| Open House/Meet & Greet | 8/9/25 | Family Engagement Schoolwide Structures and Systems Partnerships Communication Community Supports Grading |
| Family Engagement Night- Literacy Night | 9/27/24 | Family Engagement Enrichment Activities Community Relations |