Clark County School District

Cox, David M. ES

2025-2026 School Improvement Plan

Classification: 4 Star School

Mission Statement

The teachers, staff, students, families, and community members who share the David M. Cox Elementary school will ensure a positive and safe environment where learning is the highest priority. All students will experience success socially and academically, enabling them to become respectful, responsible, and reliable citizens in a changing society.   We will reach every student, in every subject, in every classroom, every day without exceptions, without excuses.

Vision

Dream it! Believe it! Achieve it!

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/david_m._cox_elementary_school/2024/nspf/

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Comprehensive Needs Assessment

Revised/Approved: June 25, 2025

Student Success

Student Success Areas of Strength

In 2024-2025 63% of students performed at or above the 61st achievement target in math and 50% of students performed at or above the 61st achievement target in ELA; 66% of students met their targeted growth goal in math and 50% of students met their targeted growth rates in ELA as measured by the MAPS Formative Assessments. In 2024-2025 students achieving proficiency scored 36.6% on the summative science CRT exams, scored 64.0% on the summative ELA CRT exams, and 56.3% on the summative Math CRT exams. In 2024-2025 students in grades 3-5 demonstrated a 81% of regulation of emotions and a 71% for handling challenging feelings as measured through the Panorama SEL Survey.

Student Success Areas for Growth

Students scoring in the 61st percentile demonstrated decreased proficiency in ELA compared to math as measured by the formative MAP assessments from the winter to spring assessments. Students identified as part of the state WIDA testing scored 14.8% less within the categories of "Bridging" and "Expanding" for the 2024-2025 school year as compared to the 2023-2024 school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Funding for resources, software programs, and reallocated staff to provide instruction for tiered interventions and acceleration. Funding to keep all classes in grades K-5 low in student number and class-size reduction.	Teachers trained in QTEL, access to intervention groups targeting ELA, software programs for identified students, utilize the funding for ELL for a licensed specialists to provide instruction for tiered interventions and acceleration. Ensure all staff have completed the ULD trainings offered through CCSD.

Student Group	Challenge	Solution
Free and Reduced Lunch	Funding and time for teachers to observe modeled lessons, get professional training on effective implementation of the HMH and CORE95 programs. Staff relying on strategist, SEIF, and students with IEPs to conduct student progress monitoring and RTI data. Staff relying on intervention specialists to teach their lowest tiered student groups.	A learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students and model lessons within the HMH program. Teachers will work with administration and counselors to engage in lessons to build a community in their classrooms to get to know the student population in which they are teaching, maintain data binders, and student academic goal setting.
Racial/Ethnic Minorities	Inconsistent monitoring of students utilizing the testing tools allocated for them during testing, conducting attendance interventions with families of students missing intervention group or core instructional time.	Teachers trained in QTEL, access to intervention groups targeting ELA, software programs for identified students, and instructor modeling within the writing instructional block. Administration working with families to ensure that students are arriving on time and being present during core instructional time and intervention groups.
Students with IEPs	Funding and consistent staffing to ensure that high-quality instruction was delivered daily, due to incoming numbers of students with IEPs some students had to be pulled during core instructional minutes, and inconsistencies between classes for students with IEPs utilizing intervention software.	Master scheduling to ensure students within the IEP subgroup are not pulled out of class during core content subjects and monitoring that all students with IEPs are utilizing the intervention software.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.
Critical Root Cause: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching

and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Problem Statement 2 (Prioritized): In the 2024-2025 assessments, students demonstrated a decreased proficiency in ELA as compared to math as measured by the MAP assessments. In 2024-2025 50% of students did not meet their proficiency goal of 60% in ELA as measured by the MAP assessments for spring.
Critical Root Cause: The schoolwide focus was on the new adoption and implementation of the HMH ELA program. Schoolwide focus on the collaboration of student data and intervention results did not consistently take place with fidelity regarding the new ELA program. Statewide standards were not consistently aligned with the lesson implementation of the new ELA program.

Problem Statement 3 (Prioritized): Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.
Critical Root Cause: Students did not regularly attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2024-2025 school year, teachers in grades PK-5 met in Professional Learning Communities twice a month at a rate of 100% of scheduled meetings as evidenced through completion of the school-wide PLC note catcher form. Teachers increased their effectiveness of the PLC meetings as evidenced through the PLC forms submitted, administrative observations, lesson plans, and targeted instructional groups. Teachers aligned their meetings with the Teaching and Learning Cycle; focused meetings on planning and assessments.

Adult Learning Culture Areas for Growth

During the 2024-2025 school year, PLC notecatcher forms were submitted but not entered into a data collection form to analyze school-wide effectiveness of the meeting content.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Teachers need coaching during PLCs to plan for English Learners. This was not available during the 2024/2025 school year.	A strategist specific to English Learners will attend Professional Learning Communities (PLCs) to assist teachers in planning.
Foster/Homeless	Teachers are unaware of all of the wrap-around services available to students.	The school counselor will provide information via a shared Google drive that teachers can reference during PLCs.
Racial/Ethnic Minorities	Teachers need guidance in meeting the needs of all ethnicities and cultures.	Teachers will share and practice Culturally Responsive Teaching strategies during PLCs.
Students with IEPs	General Education and Special Education teachers need to collaborate to ensure students with IEPs receive Tier I Instruction.	Special Education teachers will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance

rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.

Critical Root Cause: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Problem Statement 2 (Prioritized): Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.

Critical Root Cause: Students did not regularly attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Problem Statement 3 (Prioritized): In the 2024-2025 assessments, students demonstrated a decreased proficiency in ELA as compared to math as measured by the MAP assessments. In 2024-2025 50% of students did not meet their proficiency goal of 60% in ELA as measured by the MAP assessments for spring.

Critical Root Cause: The schoolwide focus was on the new adoption and implementation of the HMH ELA program. Schoolwide focus on the collaboration of student data and intervention results did not consistently take place with fidelity regarding the new ELA program. Statewide standards were not consistently aligned with the lesson implementation of the new ELA program.

Connectedness

Connectedness Areas of Strength

In 2024-2025 Students scored a 81% in regulating their emotions and a 71% in preserving through emotional challenges. Students have steadily increased in their perception of being able to regulate their emotions (3% increase from winter survey) and persevere through challenging school subjects (6% increase from winter survey).

Connectedness Areas for Growth

2024-2025 survey results indicated that students continually increased with their perceptions of emotional regulation and managing their emotions from fall, winter, and spring. However, survey results indicated only 65% of students perception of their growth mindset and 71% felt they could persevere through setbacks to achieve their goals; making these two social emotional areas the focus for the 2025-2026 school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners need to be encouraged to develop a growth mindset and demonstrate perseverance in their language journey.	Teachers will use growth mindset language (e.g., "You don't know this, YET."). School counselor will provide lessons on growth mindset and perseverance.
Foster/Homeless	Foster/Homeless students need to be supported in developing a growth mindset and building perseverance as they navigate educational and personal challenges.	Teachers will use growth mindset language (e.g., "You don't know this, YET."). School counselor will provide lessons on growth mindset and perseverance.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial and ethnic minority students need to be empowered to develop a growth mindset and strengthen perseverance as they pursue academic success amidst systemic and social challenges.	Teachers will use growth mindset language (e.g., "You don't know this, YET."). School counselor will provide lessons on growth mindset and perseverance.
Students with IEPs	Students with IEPs need to be supported in fostering a growth mindset and developing perseverance as they work toward their individual learning goals and overcome academic challenges.	Teachers will use growth mindset language (e.g., "You don't know this, YET."). School counselor will provide lessons on growth mindset and perseverance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.
Critical Root Cause: Students did not regularly attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Problem Statement 2 (Prioritized): During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.
Critical Root Cause: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Problem Statement 3 (Prioritized): In the 2024-2025 assessments, students demonstrated a decreased proficiency in ELA as compared to math as measured by the MAP assessments. In 2024-2025 50% of students did not meet their proficiency goal of 60% in ELA as measured by the MAP assessments for spring.
Critical Root Cause: The schoolwide focus was on the new adoption and implementation of the HMH ELA program. Schoolwide focus on the collaboration of student data and intervention results did not consistently take place with fidelity regarding the new ELA program. Statewide standards were not consistently aligned with the lesson implementation of the new ELA program.

Priority Problem Statements

Problem Statement 1: In the 2024-2025 assessments, students demonstrated a decreased proficiency in ELA as compared to math as measured by the MAP assessments. In 2024-2025 50% of students did not meet their proficiency goal of 60% in ELA as measured by the MAP assessments for spring.

Critical Root Cause 1: The schoolwide focus was on the new adoption and implementation of the HMH ELA program. Schoolwide focus on the collaboration of student data and intervention results did not consistently take place with fidelity regarding the new ELA program. Statewide standards were not consistently aligned with the lesson implementation of the new ELA program.

Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.

Critical Root Cause 2: Students did not regularily attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.

Critical Root Cause 3: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Problem Statement 3 Areas: Student Success - Adult Learning Culture - Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
  - Panorama Survey for Grades 3-5

Adult Learning Culture

- Communications data
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Revised/Approved: June 25, 2025

Inquiry Area 1: Student Success

SMART Goal 1: Students in grades 3-5 will increase proficiency in ELA from 50% (May 2025) to 60% (May 2026)and in math from 63% (May 2025)to 70% (May 2026) as measured by the 2025-2026 formative MAP assessments. Students in grades 3-5 will increase proficiency as measured by the 2025-2026 summative CRT assessments from 64.0% to 69.0% in ELA, from 56.3% to 65% in Math, and 36.8% to 40% in Science.

Formative Measures: Teacher made assessments, Program based assessments, MAPS assessments, differentiated progress monitoring.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Students in grades PK-5 will be taught with state standards, will utilize school-wide state and district-adopted texts, technology access to text software, effective alignment with standards to instruction, and access to intervention and enrichment groups based on academic needs.				**Status Check**		**EOY Reflection**
				Oct	**Feb**	**June**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	No review	No review	
1	Teachers utilize the newly adopted ELA program (HMH) and its components related to the NVAC. All students utilize the independent school-wide software programs. Tier I instruction is also supplemented using a variety of programs offered by CCSD. Collaboration blocks between special education, specialists, interventionists, and classroom teachers.	Administration, Teachers, Intervention Specialists	August 11, 2025- May 15, 2026			

Position Responsible: Administration, Read by Grade 3 Strategist, Intervention Staff, and Teachers

Resources Needed: K-5 (including self-contained and resource room classrooms) materials for the new HMH ELA adopted program.
All students have 1:1 devices to access programs.
Leveled materials to support intervention groups and WIDA intervention groups (leveled literacy kits).
District funding to support 1 Read by Grade Three Reading Strategist (K-3 literacy).
District funding to support a full day of inclusion practices for all students with IEPs.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: EnVisions 2020 - 3, HMH ELA, Core95 Phonics - 1, 3
Level 3: Promising: EnVisions 2020 - 3, HMH ELA, Core95 Phonics - 1, 3

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 3 - Connectedness 3

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 2: In the 2024-2025 assessments, students demonstrated a decreased proficiency in ELA as compared to math as measured by the MAP assessments. In 2024-2025 50% of students did not meet their proficiency goal of 60% in ELA as measured by the MAP assessments for spring.   **Critical Root Cause**: The schoolwide focus was on the new adoption and implementation of the HMH ELA program. Schoolwide focus on the collaboration of student data and intervention results did not consistently take place with fidelity regarding the new ELA program. Statewide standards were not consistently aligned with the lesson implementation of the new ELA program.

Adult Learning Culture
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Connectedness
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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 2025-2026 school year, teachers in grades PK-5 will implement PLC meetings 100% of the time required, complete the PLC notecatcher form (with added sections for the planning meetings), and submit to administration.

> **Formative Measures:** PLC notecatcher form, scheduled meetings, administrative observations, and data collection form.

> **Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement effective Professional Learning Communities (PLC) utilizing the Teaching and Learning Cycle along with the school-wide PLC notecatcher form for all meetings to include the standard alignment to units and topics.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Schedule PLC meetings on the master calendar by grade level weekly Utilize PLC meeting forms for both data and planning sessions and ensure that the standards effectively align to the topics/units taught and are recorded on the PLC notecatcher form Administrators attend PLC meetings weekly Administrators utilize an effective meeting model document aligned to the Teaching and Learning Cycle	Administration, Teachers, Read by Grade 3 Strategist	August 11, 2025- May 15, 2026			
Position Responsible: Administration, Teachers, Read by Grade 3 Strategist **Resources Needed:** Continued use of Professional Learning Communities book Funding for PLC meetings (not funded for Fall 2024, will review when budget opens in January 2025) Attendance to ULD, restorative practices, MTSS, PLC, and ELA program trainings CPD Training Assistance for unwrapping standards and the implementation of HMH **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 1: Strong: Planning and Assessment PLC meetings, PLC Notecatcher form, Administration Observations **Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1 - Connectedness 2						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.   **Critical Root Cause**: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Adult Learning Culture

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Connectedness

Problem Statement 2: During the 2024-2025 school year teachers conducted a minimum of 18 PLC meetings as required which resulted in a 100% meeting attendance rate. The teachers completed and submitted the PLC notecatcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC notecatcher forms was not analyzed effectively and compiled into a measured data source.   **Critical Root Cause**: There needs to be time to reflect on the past year's PLC practice and how data and assessments were effectively addressed. Standard alignment to the Teaching and Learning Cycle needs to be reviewed and developed within the PLC meetings. Staff will need PL on review of the Teaching and Learning Cycle in order to align curriculum to the standards in order to include skill deficits within the learning topics in order to effectively teach the standards and include this in the planning portion of the PLC meetings.

Inquiry Area 3: Connectedness

SMART Goal 1: Students in grades 3-5 will increase their ability to expand their perceptions of growth mindset from 65% (May 2025) to 70% by Spring 2026 and increase their ability to persevere through academic challenges from 71% (May 2025) to 75% by Spring 2026 as measured by the Panorama survey.

Formative Measures: Panorama Survey for grades 3-5 given fall, winter, and spring. Small group lessons on focal areas and classroom lessons monthly on focal lessons.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Increase student self-perceptions of a growth mindset in terms of academic achievement and increase student ability to persevere through academic challenges.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Oct**	**Feb**	**June**
				No review	No review	
1	Schedule counseling classroom lessons and collaborative groups around growth mindset and perseverence related to academic performance Teachers conduct classroom lessons (as part of emotional health subject) that directly relate to growth mindset and perseverence Submit lesson plans and topic calendars related to the two focus areas Administration conduct observations of the two focus areas in classrooms	Counselor, Teachers, Administration	August 11, 2025- May 15, 2026			
Position Responsible: Counselor, Teachers, Administration **Resources Needed:** PD for teachers given by Counselor, collaborative group lessons, classroom lessons **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 4.1, 4.2 **Evidence Level** Level 2: Moderate: Lesson Calendar, Collaborative Group Calendar, Lesson Observations Level 4: Demonstrate Rationale: Panorama Survey - 4, District-wide Survey - 4 **Problem Statements/Critical Root Cause:** Student Success 3 - Adult Learning Culture 2 - Connectedness 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.   **Critical Root Cause**: Students did not regularly attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Adult Learning Culture
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Connectedness
Problem Statement 1: Students felt they did not have the potential to change how much they could learn to reach their academic goals and could not persevere through any setbacks to reach those academic goals.   **Critical Root Cause**: Students did not regularily attend social emotional groups which focused on these types of perceptions and classroom lessons were not provided which focused on these two social emotional skills.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The following data were used to assist students with their academic and social emotional needs for the 2024-2025 school year; student learning goals (established school-wide), WIDA, CRT, formative and summative grades, intervention data collection and logs, and MAP growth assessments for the fall and winter. Students were given diagnostic assessments along with the performance on the fall MAPS data to receive targeted academic interventions by licensed staff members daily. The intervention logs were reviewed every three-six weeks and students were re-evaluated. Students in grades 3-5 were given the social-emotional assessment Panaorama to determine their most needed social skills. After data was analyzed, the counselor and classroom teachers would conduct class lessons and small group lesson on targeted social-emotional targets/skills monthly.

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

The Leadership Team, which includes teachers from each grade level and department would meet twice a month to discuss instructional pacing, professional learning communities, intervention groups. In addition, the School Organizational Team would meet monthly to make decisions on staffing, instruction, and funding. Additional stakeholder feedback is gathered through the Parent/Teacher/Association meetings, community data meetings, and annual community surveys regarding operations and systems of our school.

2.2: Regular monitoring and revision

During Act 2 (September-October and January-February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

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

Available to parents and community in an understandable format and language:
Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Improvement Plan (SIP) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

An adopted curriculum aligned with state standards in English language arts, mathematics, science, and social studies, including differentiated scaffolds and supports, is used. Districtwide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

David M. Cox is not a Title One funded school. However, our Leadership Team along with the School Organizational Team utilized the "At-Risk" and "English Learner" funds to secure additional licensed staff to conduct interventions with all students in grades K-5 and maintain low class sizes in grades K-3.

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

Please describe the Title I-funded major initiatives in your plan in which you address the needs of all students, particularly at-risk students.
Please refer to the budget table in Plan Notes for Title I-funded major initiatives, along with Equity Resource Supports within each Inquiry Area.

3.1: Annually evaluate the schoolwide plan

During Act 3 (May-June): Reviewing Our Journey, CI teams will reflect on the school year and determine which goals and improvement strategies will continue, be corrected, or be canceled in the following school year as part of the continuous improvement process.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The school leadership, staff, parents, and community stakeholders collaborate annually to develop and revise the Parent Involvement and Family Engagement Policy (PIFEP), providing input throughout the process. The finalized plan is then posted on the school website for accessibility.

4.2: Offer flexible number of parent involvement meetings

Please describe how you provide a flexible number of parent involvement opportunities.
Refer to the Community Outreach Activities table for parent involvement opportunities.

5.1: Determine which students will be served by following local policy

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,532,932.96	All licensed and support staff positions, building and program funding, all school expenses.	Student Success, Connectedness, Adult Learning
At-Risk Weighted Allocation	$76,706.95	Partial fund for licensed staff, extra support staff hour for student intervention/full day inclusion support	Student Success, Connectedness
EL Weighted Allocation	$118,313.39	Funding for ELL licensed staff, student interventions, software program	Student Success
General Carry Forward	$100,000.00	Licensed position for primary grade	Student Success, Connectedness
At-Risk Weighted Carry Forward	$25,013.54	Licensed position, Intervention supplies for student groups	Student Success, Connectedness
EL Weighted Carry Forward	$26,745.44	Licensed position, student intervention materials, ELL software program	Student Success

School Continuous Improvement Team

Team Role	Name	Position
Participant	Elizabeth Abdur-Raheem	Parent-SOT
Participant	Richard Saladino	Parent-SOT
Participant	Marina Belisle	Parent - SOT
Participant	Randi Myers	SEIF
Participant	Jennifer Galdi	Teacher
Participant	Sarah Rurka	Teacher
Participant	Faith Garza	Teacher
Participant	Meaghan Freiburger	Teacher
Participant	Tina Klainer	Teacher
Participant	Heather Maris	Teacher
Participant	Jennilyn Kirkpatrick	Read by Grade 3 Strategist
CI Team Co-Lead	Andrea Heinlen	Assistant Principal
CI Team Lead	Tara Imboden	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 2025	End of Year Reflection