# Clark County School District

**Cox, David M. ES**

Classification: 5 Star School

# 2025-2026 School Improvement Plan

# 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!

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# Comprehensive Needs Assessment

# 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.

## 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.

## Equity Resource Supports

| Student Group | Challenge | Solution |
|---|---|---|
| **English Learners** | There is a 37% achievement gap between the non-ELs and ELs in math, and a 37% achievement gap between the non-ELs and ELs in reading. | Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs. |
| **Free and Reduced Lunch** | Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. | The counselor will provide Social-Emotional Learning (SEL) lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. |
| **Racial/Ethnic Minorities** | There is a 31% achievement gap between the White Ethnic group and Black/African American Ethnic group in math, and a 24% achievement gap between the White Ethnic group and Black/African American Ethnic group in reading. | . Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity. |

| | | |
|---|---|---|
| **Students with IEPs** | There is a 40% achievement gap between the Students without IEPs and Students with IEPs in math, and a 40% achievement gap between the Students without IEPs and Students with IEPs in reading. | Special education teachers and special education instructional facilitators 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 Student Success Needs

| | Problem Statement | Critical Root Cause |
|---|---|---|
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |
| **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. | 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. |
| **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. | 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. |

⭐ = Priority

# 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.

## Areas for Growth

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

## 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 | Critical Root Cause |
|---|---|---|
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |
| **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. | 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. |
| **3** ⭐ | 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. | 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**

# 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).

## 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.

## 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. |
| **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** | **Critical Root Cause** |
|---|---|---|
| **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. | 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. |
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |
| **3** ⭐ | 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. | 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**

# Priority Problem Statements

| | **Problem Statement** | **Critical Root Cause** |
|---|---|---|
| **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. | 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. |
| **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. | 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. |
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |

★ **= Priority**

# Data Documentation for CNA

# Data Documentation for CNA

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

# Inquiry Area 1 Student Success

## SMART Goal 1  ☑ **Aligns with District Goal**

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.

### 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.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 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.

**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:** Student Success 2 - Adult Learning Culture 3 - Connectedness 3

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

## Status Checks

In progress          Revisions needed

**October**          **February**                    **June**

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| **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. | 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. |

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | 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. | 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. |

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| **3** | 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. | 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. |

# Inquiry Area 2

Adult Learning Culture

## SMART Goal 1 ☑ Aligns with District Goal

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

**Formative Measures:** PLC note catcher form, scheduled meetings, administrative observations, and data collection form.

### Improvement Strategy 1

Implement effective Professional Learning Communities (PLC) utilizing the Teaching and Learning Cycle along with the school-wide PLC note catcher form for all meetings to include the standard alignment to units and topics.

**Actions for Implementation**

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 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

**Evidence Level**

**Level 1: Strong:**
Planning and Assessment PLC meetings, PLC Notecatcher form, Administration Observations

**Problem Statements:** Student Success 1 - Adult Learning Culture 1 - Connectedness 2

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

## Status Checks

In progress                    Revisions needed

**October**                    **February**                    **June**

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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. |

## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| **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 note catcher form to analyze effectiveness of the meeting content. However, the data collected from the PLC note catcher forms was not analyzed effectively and compiled into a measured data source. | 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  ☑ **Aligns with District Goal**

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.

### 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.

#### Actions for Implementation

| Action # | Actions for Implementation | Person(s) Responsible | Timeline |
|---|---|---|---|
| 1 | Schedule counseling classroom lessons and collaborative groups around growth mindset and perseverance related to academic performance Teachers conduct classroom lessons (as part of emotional health subject) that directly relate to growth mindset and perseverance 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

**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:** Student Success 3 - Adult Learning Culture 2 - Connectedness 1

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

## Status Checks

| In progress | In progress | |
|---|---|---|
| **October** | **February** | **June** |

## SMART Goal 1 Problem Statements Identifying Student Success

| | Problem Statement | Root Cause |
|---|---|---|
| **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. | 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. |

## SMART Goal 1 Problem Statements Identifying Adult Learning Culture

| | Problem Statement | Root Cause |
|---|---|---|
| **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. | 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. |

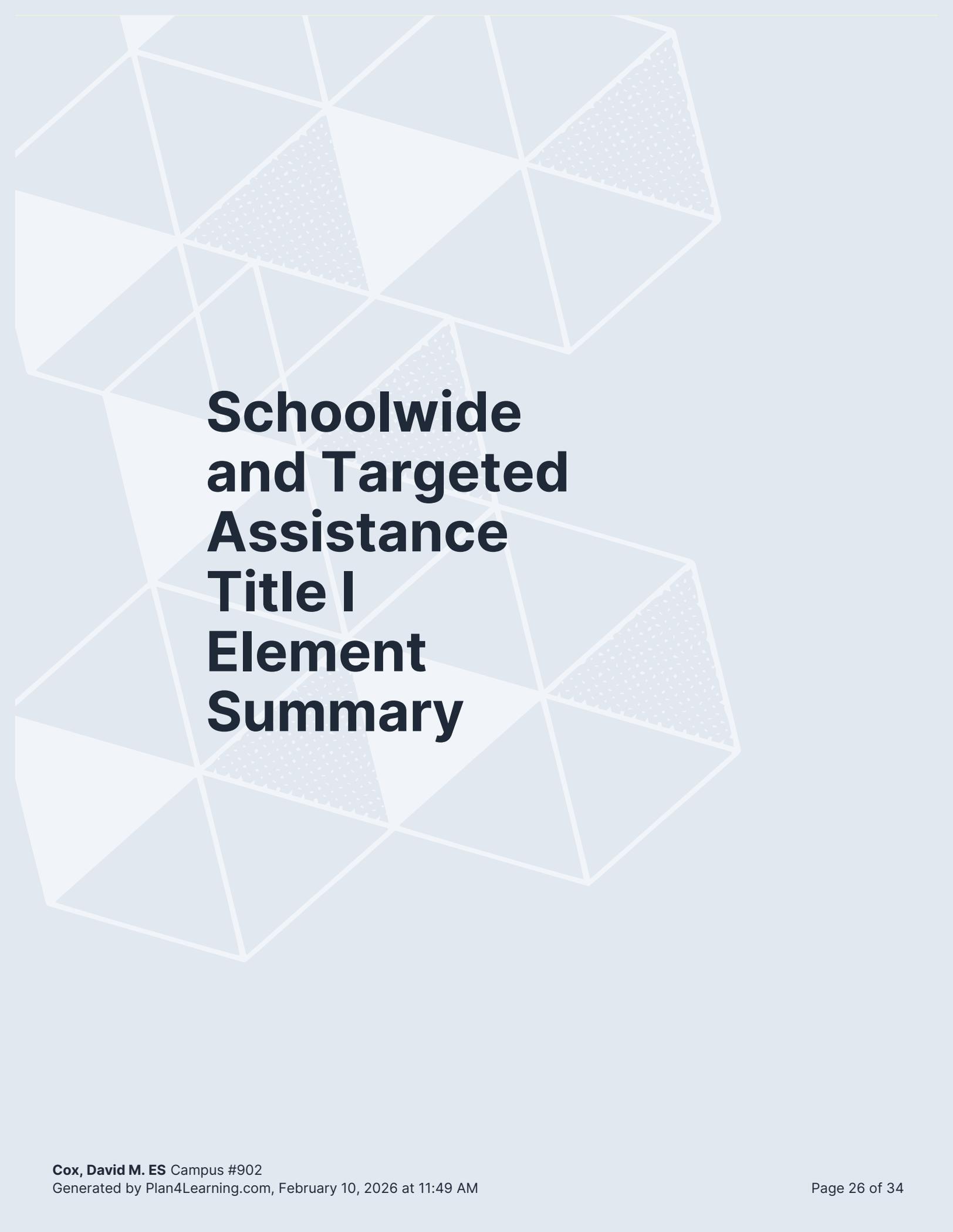## SMART Goal 1 Problem Statements Identifying Connectedness

| | Problem Statement | Root Cause |
|---|---|---|
| **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. | 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. |

# Schoolwide and Targeted Assistance Title I Element Summary

# 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 Panorama 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. District-wide 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
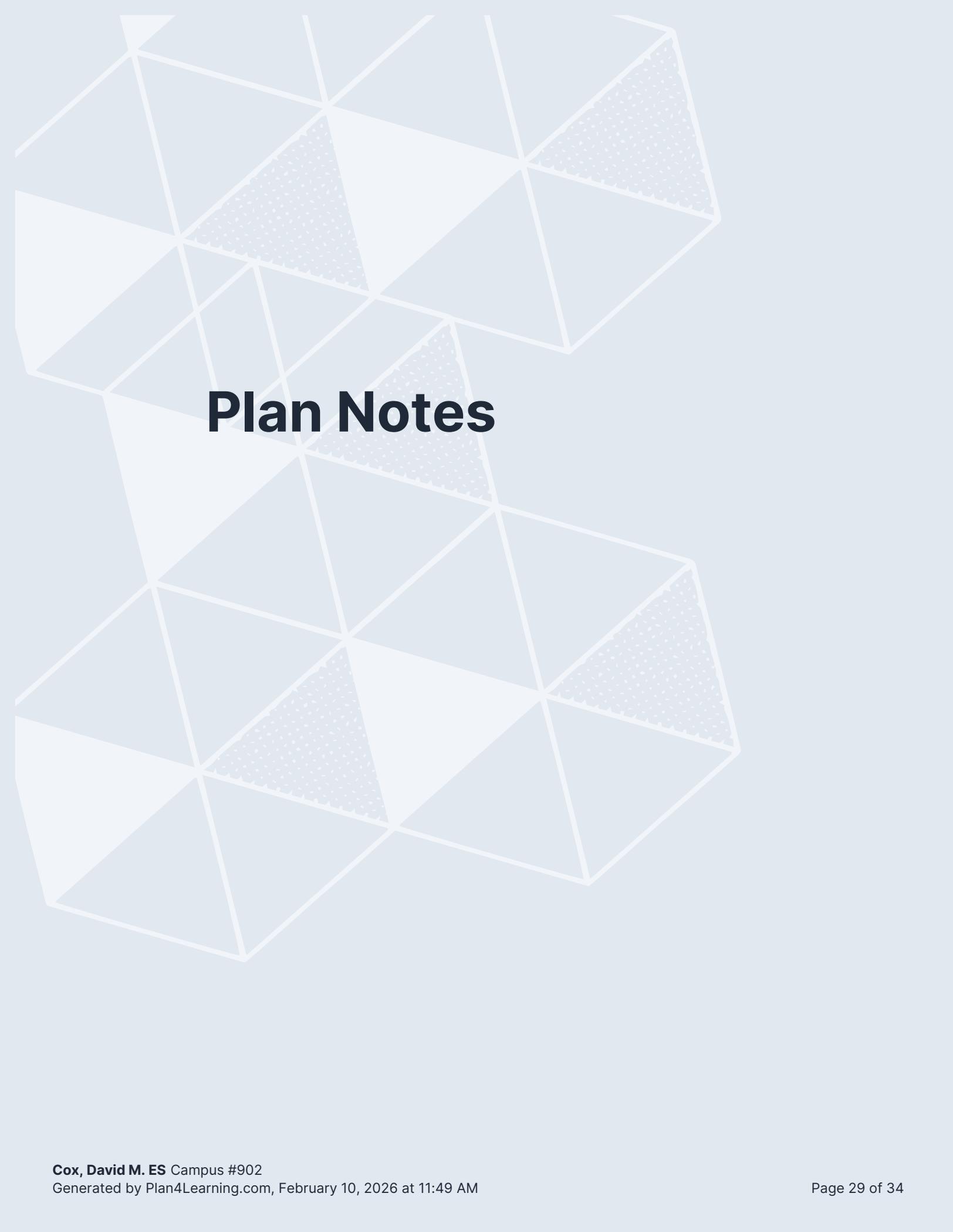
# Plan Notes

# Plan Notes

| Funding Source | Amount | Purpose(s) for which funds are used | Applicable Goal(s) |
|---|---|---|---|
| General Funds Allocation | $3,758,099.63 | All licensed and support staff positions, building and program funding, all school expenses. | Student Success, Connectedness, Adult Learning |
| At-Risk Weighted Allocation | $31,837.48 | Partial fund for licensed staff, extra support staff hour for student intervention/full day inclusion support | Student Success, Connectedness |
| EL Weighted Allocation | $97,256.26 | Funding for ELL licensed staff, student interventions, software program | Student Success |

# Teams

# Teams

## School Continuous Improvement Team

## Meeting Logs

| Date | Location | Sign In Sheet | Notes |
|---|---|---|---|
| May 20, 2025 @ 4:00 PM | Library | -- | Cox, David SOT Meeting Minutes 05-20-25.pdf |

## Members

| First Name | Last Name | Position | Committee Role |
|---|---|---|---|
| Kristian | Acuna | Teacher-SOT | Participant |
| Elizabeth | Abdur-Raheem | Parent-SOT | Participant |
| Mike | Warnick | Parent-SOT | Participant |
| David | Belisle | 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-SOT | Participant |
| Jennilyn | Kirkpatrick | Read by Grade 3 Strategist | Participant |
| Andrea | Heinlen | Assistant Principal | CI Team Co-Lead |
| Tara | Imboden | Principal | CI Team Lead |

# Community Outreach Activities

| Activity | Date | Lesson Learned |
|---|---|---|
| SOT Meeting | May 2025 | End of Year Reflection |
| SOT Meeting | August 26,2025 | Review of Fall School Performance Plan and Budget Standings |
| Open House | August 6, 2025 | Meet the teachers, sign up for clubs, and tour the campus |
| Family Community Dinner Night | October 8, 2025 | Build Community Support |
| Family Movie Night | October 2025 | Build School Spirit |
| Silver Knights Cub Chorus | October 2025 | Build School Spirit |
| Trunk or Treat School Event | October 30, 2025 | Build School Support |
| SOT Meeting | November 21, 2025 | Review of School Performance Plan, Data, and Budget |
| Penguin Patch | December 8-12, 2025 | Student and Family Shopping Experience on campus |
| PTA Meeting | January 15, 2026 | Staffing, Data, Budget presentation |
| SOT Meeting | January 28, 2026 | Budget and School Performance Plan update |