Clark County School District

Cox, David M. ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School

District Approval Date: November 4, 2026

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

Achieving Excellence

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/cox,_david_m_es/2026/nspf/

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2026

Student Success

Student Success Areas of Strength

In 2025-2026 60% of students performed at or above the 61st achievement target in math and 57% of students performed at or above the 61st achievement target in ELA; 66% of students met their targeted growth goal in math and 56% of students met their targeted growth rates in ELA as measured by the MAPS Formative Assessments. In 2025-2026 students in grades 3-5 demonstrated a 83% for self-management with emotions and a 73% for perseverance behaviors as measured through the Panorama SEL Survey. In 2025-2026 62.5% of students completing the WIDA assessment for English Language Learners scored a composite score of "Developing" and "Expanding" for the 2025-2026 WIDA assessment with one student in the "Bridging" category.

Student Success Areas for Growth

Students scoring in the 61st percentile demonstrated a consistent increase of proficiency in math, increasing 3% for the spring assessment. However, students scoring at the 61% in ELA as measured by the formative MAP assessments from the fall to winter to spring assessments showed an increase from fall to winter then no increase from winter to spring; finishing with a 57%. Students identified as part of the state WIDA testing scored 3.4% less within the categories of "Bridging" and "Expanding" for the 2026 school year as compared to the 2025 school year. Students scored in the 67th percentile for having a "Growth Mindset"; down 3% from the winter benchmark with the lowest drop in students' perceptions and asking their teacher for assistance on how to improve their performance for future assignments (43%).

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Fall 2026 i-Ready Gap Data: There is an achievement gap of 29% points between LEP and non-LEP students at the 70th percentile in Reading. There is an achievement gap of 18% points between LEP and non-LEP students at the 80th percentile in Math. There is a 25% achievement gap between the non-ELs and ELs in math, and a 33% 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.
Students with IEPs	There is a 47% achievement gap between the Students without IEPs and Students with IEPs in math, and a 44% achievement gap between the Students without IEPs and Students with IEPs in reading.	Teachers will be more consistent with the use of Tier I curriculum in the Special Education Department and classrooms.
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 30% achievement gap between the White Ethnic group and Black/African American Ethnic group in math, and a 26% achievement gap between the White Ethnic group and Black/ African American Ethnic group in reading.	Teachers will use PLCs to target the gap by examining Subgroup performance and answering "How did Black/ African American students perform on this standard and what will we do differently?"

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Spring 2026 MAP data indicate that 55% of students did not meet their mathematics growth goal and 56% did not meet their reading growth goal. These results indicate a need to strengthen instructional practices that increase students' ability to independently apply grade-level skills and concepts.
Critical Root Cause: A consistent schoolwide approach to designing and facilitating instruction that gradually releases cognitive responsibility to students through purposeful scaffolding, academic discourse, and productive struggle has not yet been fully implemented.

Problem Statement 2 (Prioritized): Students scored in the 67th percentile for the spring Panorama assessment as having a "Growth Mindset"; down 3% from the winter benchmark with the lowest drop in students' perceptions and asking their teacher for assistance on how to improve their performance for future assignments (43%).
Critical Root Cause: For the 2025-2026 school year counseling lessons, classroom lessons, and school-wide emphasis was focused on students believing they could persevere through academic challenges and students regulating their emotions through challenging situations.

Problem Statement 3 (Prioritized): Although chronic absenteeism has decreased from 13.3% in 2023-2024 to 9.0% in 2025-2026, nearly one in ten students continues to miss a significant amount of instructional time. Continued efforts are needed to ensure consistent student attendance so that all students have equitable access to high-quality instruction and opportunities to achieve academic growth.
Critical Root Cause: A consistent, proactive system for monitoring attendance patterns, identifying barriers to attendance early, and implementing timely, tiered interventions has not yet been fully implemented across the school community.

Inquiry Area 1: Student Success

SMART Goal 1: By Spring 2027, we will increase the percentage of proficiency as measured by the SBAC ELA from 61.5% in 2025-2026 to 68.5% in 2026-2027 and increase the percentage of proficiency as measured by SBAC math from 55.3% in 2025-2026 to 62% by 2026-2027. (Academic Excellence: Strong Readers, Writers, and Communicators) (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Fall 2026 i-Ready Data:
66% of students scored below grade level in Reading.
79% of students scored below grade level in Math.

Aligns with District Goal

Formative Measures: i-Ready Learning Path Data

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

Improvement Strategy 1: An Early Warning Attendance System will be implemented by monitoring attendance at least bi-weekly. By Spring 2027, the percentage of students identified as chronically absent will decrease from 9.0% to 7.5%, as measured by FocusEd attendance data. This improvement will increase students' access to high-quality instruction and support academic achievement by maximizing instructional time.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Attendance reports will be printed weekly	Office Aide/ Manager	August 10, 2026-May 14, 2027	
2	MTSS Team will analyze attendance data at least every two weeks to implement strategies for intervention	MTSS Team	August 10, 2026-May 14, 2027	
3	Family Partnerships will be strengthened by communicating attendance expectations and the importance of daily attendance throughout the year. Families will be contacted early when attendance patterns emerge and attendance conferences will be held for students identified as at risk. Collaboration with families will be a priority to identify and address barriers to attendance.	Administrator, Counselor, Office Aide, SEIF	August 10, 2026-May 14, 2027	
4	Tiered Attendance Supports (MTSS) will be used. Tier I will be communicating school-wide attendance expectations, providing positive attendance recognition, and classroom attendance celebrations. Tier II will consist of attendance mentoring and check-ins, goal setting with students, parent meetings, and attendance improvement plans. Tier III will include individualized intervention plans, collaboration with the counselor, and intensive family support.	MTSS team, Administrator, Counselor, SEIF, Office Aide	August 10, 2026-May 14, 2027	

Position Responsible: MTSS Team, Administrator, Office Aide, Office Manager Counselor, SEIF

Resources Needed: FocusEd Chronic Absenteeism data, Attendance Intervention documents, Data Tracking system to keep track of individual student progress

Evidence Level
Level 1: Strong:

Problem Statements/Critical Root Cause: Student Success 1, 3

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

Improvement Strategy 2: A dedicated and protected intervention block will be created school-wide to respond to students' diverse learning needs while ensuring all students are receiving Tier I instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create the master schedule to allow for an aligned intervention block schoolwide	Principal	July 2026	✓
2	Classroom teachers, specialists, interventionists, special education teachers, and other support staff will be assigned strategically to provide instruction and also provided professional development	Principal, SEIF, Learning Strategist	July & August 2026	✓

Position Responsible: Principal, SEIF, Learning Strategist

Resources Needed: Schedule, Instructional Materials, professional development

Evidence Level
Level 1: Strong:

Problem Statements/Critical Root Cause: Student Success 1, 3

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2025-2026 school year, teachers in grades PK-5 met in Professional Learning Communities weekly 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 Cycles.

Adult Learning Culture Areas for Growth

During the 2025-2026 school year, the PLC notecatcher forms were submitted and began to be entered into a google form data collection tool in order to analyze school-wide effectiveness of the meeting content. Classroom observations were also conducted to examine student engagement opportunities across classrooms. The data collected indicated a need for PLC collaboration to move toward intentional planning for designing, implementing, and reflecting on instructional strategies that intentionally shift cognitive responsibility to students.

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 2025-2026 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 ethnicity 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 and attend grade level PLC meetings weekly.	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): Classroom observations and instructional walkthrough data indicate that students are not consistently engaged in opportunities that require them to think critically, explain their reasoning, and independently apply grade-level skills and concepts. In many learning experiences, the cognitive demand remains primarily with the teacher, limiting opportunities for students to engage in productive struggle, academic discourse, and ownership of their learning. Data from FocusEd shows only 20% for teachers and students interacting with learning intentions and 17% for teachers and students interacting with success criteria.
Critical Root Cause: A shared instructional framework for increasing student cognitive engagement and ownership of learning has not yet been fully established. Teachers need continued support in planning for lessons that include balancing intentional scaffolding with opportunities for students to think independently, engage in productive struggle, and demonstrate mastery of grade-level standards. Additionally, instructional planning needs to consistently incorporate interacting with Learning Intentions and Success Criteria so students understand what they are learning, why they are learning it, and how they will demonstrate their understanding.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By Spring 2027, the percentage of classrooms where teachers and students actively interact with Learning Intentions will increase from 20% to 75%, and the percentage of classrooms where teachers and students actively interact with Success Criteria will increase from 17% to 75%, as measured by classroom walkthrough data. This improvement will support increased student ownership of learning by ensuring students understand what they are learning, how they will demonstrate mastery, and how they can monitor their own progress toward grade-level standards. (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 4 walk-throughs):
25% of walk-throughs showed evidence of teacher and student interaction with learning intentions. 25% of walk-throughs showed evidence of teacher and student interaction with success criteria.

Aligns with District Goal

Formative Measures: Tier I Instructional Monitoring Tool

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

Improvement Strategy 1: Strengthen the consistent implementation of Learning Intentions and Success Criteria through collaborative planning, professional learning, and instructional coaching so students actively engage with the learning targets, monitor their progress, and demonstrate ownership of their learning throughout the instructional process.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC meetings will be scheduled on the master calendar by grade level weekly. Administrators, Special Education Teachers, SEIF, Reading Strategist, WIDA strategist, and Specialists attend PLC meetings weekly	Administrator	July, 2026	✓
2	Professional Learning on the importance of interacting with Learning Intentions and Success Criteria will be given. Using exemplars will be highly emphasized.	Administrator, Read by Grade 3 Strategist	August 2026	✓
3	An administrator or strategist will attend weekly PLCs to monitor planning of interacting with the Learning Intentions and Success Criteria.	Administrator, Read by Grade 3 Strategist	August 10, 2026- May 14, 2027	
4	PLC meeting forms will be used for data analysis and instructional planning	Teachers	August 10, 2026- May 14, 2027	
5	A walkthrough form will be used to monitor implementation	Administrator	August 10, 2026- May 14, 2027	

Position Responsible: Administrator, Teachers, Read by Grade 3 Strategist

Resources Needed: Continued use of Professional Learning Communities book
PLC Google slide for professional learning
CPD Training Assistance for the implementation of HMH
PLC meeting form
PLC walkthrough form

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

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By Spring 2027, 80% of classrooms will demonstrate consistent implementation of instructional practices that intentionally shift cognitive responsibility to students, including purposeful scaffolding, academic discourse, and opportunities for productive struggle, as measured by classroom walkthrough data and instructional observation evidence. Students will demonstrate increased ownership of learning by explaining their thinking, applying grade-level skills independently, and engaging in meaningful academic conversations. (Academic Excellence: Strong Readers, Writers, and Communicators) (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers) (Academic Excellence: Innovative Learning)

Aligns with District Goal

Formative Measures: Walkthrough Tool

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

Improvement Strategy 1: Strengthen implementation of HMH Into Reading and enVision Mathematics 2020 through student-centered instructional practices. Strengthen Tier I instruction by increasing student cognitive engagement through gradual release of responsibility, purposeful scaffolding, academic discourse, and the intentional use of Learning Intentions and Success Criteria so students become increasingly independent learners.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	A school-wide understanding of how HMH Into Reading and enVision Mathematics 2020 lessons should be implemented to ensure students are actively engaged in thinking, reasoning, discussing, and applying grade-level skills independently will be developed.	Administrator Teachers, Strategist	August 2026	
2	PLC planning will focus on student thinking and learning. Teachers will identify: What thinking will students do during the lesson? Where will students engage in productive struggle? What questions will require students to explain their reasoning? What academic conversations will students have? What scaffolds will support students without doing the thinking for them? How will students know what they are learning and how they will demonstrate success?	Teachers	August 10, 2026-May 14, 2027	
3	A walkthrough form will be used to measure student thinking (Instead of observing what the teacher is doing, administrators will collect evidence of what students are doing). Look-fors: 1. Students explaining their thinking 2. Students solving problems independently 3. Students using Success Criteria 4. Students discussing multiple strategies 5. Teacher asking open-ended questions 6. Teacher allowing wait time 7. Productive struggle observed	Administrator	August 10, 2026-May 14 2027	

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

Resources Needed: K-5 (including self-contained and resource room classrooms) materials for the HMH Into Reading, Envision, and Core95 Phonics programs
PLC Tracking Form
Walkthrough Tool

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Level 1: Strong: Core95 Phonics - 1
Level 2: Moderate: HMH Into Reading -2, PLC -2
Level 3: Promising: EnVisions 2020 - 3

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Connectedness

Connectedness Areas of Strength

Students feel a sense of belonging, staff is connected to one another and the students, and parents are overwhelmingly positive in general about the school and staff. In 2025-2026 students in grades 3-5 demonstrated a 83% of self-management with emotions and a 73% for perseverance behaviors as measured through the Panorama SEL Survey.

Connectedness Areas for Growth

Students scored in the 67th percentile for having a "Growth Mindset"; down 3% from the winter benchmark with the lowest drop in students' perceptions and asking their teacher for assistance on how to improve their performance for future assignments (43%).

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 self advocacy.
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 self advocacy.
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 self advocacy.
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 self advocacy.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students are not consistently demonstrating taking actions based on a growth mindset, for example only 43% of students responded favorably to the question "When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time?"
Critical Root Cause: A consistent schoolwide approach to developing student ownership of learning through goal setting, reflection, feedback, and opportunities to revise and improve has not yet been fully implemented.

Inquiry Area 3: Connectedness

SMART Goal 1: Students in grades 3-5 will increase their ability to expand their perceptions of growth mindset from 67% (May 2026) to 70% by Spring 2027 and increase their ability to self advocate for academic improvement from 43% (May 2026) to 50% by Spring 2027 as measured by the Panorama survey. (Career-Connected Learning and Durable Skills: Durable Skills for a Changing World)

Aligns with District Goal

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. Staff receives "mini" morning PL on Growth Mindset and activities to utilize weekly with students in grades K-5.

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

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. Teachers implement growth mindset lessons with students in grades K-5 weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Counseling classroom lessons and collaborative groups around growth mindset and self advocacy related to academic performance will be scheduled.	Counselor, Teachers, Administrator	August 10, 2026-May 14, 2027	
2	Teachers will conduct classroom lessons (as part of emotional health subject) that directly relate to a growth mindset and self advocacy related to academic performance.	Teachers	August 10, 2026- May 14, 2027	
3	Teachers will submit lesson plans and topic calendars related to the two focus areas.	Teachers	August 10, 2026- May 14, 2027	
4	Observations of the two focus areas in classrooms will be conducted.	Administrator	August 10, 2026- May 14, 2027	

Position Responsible: Counselor, Teachers, Administrator

Resources Needed: PD for teachers given by Administration and Counselor, collaborative group lessons, classroom lessons, Growth Mindset teacher resource and classroom activities book.

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 2 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Oct	Feb	June
	In progress	No review	

Improvement Strategy 2: Strengthen a proactive, schoolwide attendance system that emphasizes early identification, family partnerships, positive school engagement, and tiered interventions to improve student attendance and maximize instructional time for all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	An Early Warning Attendance System will be implemented by monitoring attendance weekly	Office Aide	August 10, 2026-May 14, 2027	
2	Family Partnerships will be strengthened by communicating attendance expectations and the importance of daily attendance throughout the year. Families will be contacted early when attendance patterns emerge and attendance conferences will be held for students identified as at risk. Collaboration with families will be a priority to identify and address barriers to attendance.	Administrator, Counselor, Office Aide, SEIF	August 10, 2026-May 14, 2027	
3	Tiered Attendance Supports (MTSS) will be used. Tier I will be communicating school-wide attendance expectations, providing positive attendance recognition, and classroom attendance celebrations. Tier II will consist of attendance mentoring and check-ins, goal setting with students, parent meetings, and attendance improvement plans. Tier III will include individualized intervention plans, collaboration with the counselor, and intensive family support.	MTSS team, Administrator, Counselor, SEIF, Office Aide	August 10, 2026-May 14, 2027	

Position Responsible: MTSS Team, Administrator, Office Aide, Counselor, SEIF

Resources Needed: FocusEd Chronic Absenteeism data
Attendance Intervention documents
Data Tracking system to keep track of individual student progress

Evidence Level
Level 2: Moderate:

Problem Statements/Critical Root Cause: Student Success 3

Priority Problem Statements

Problem Statement 1: Spring 2026 MAP data indicate that 55% of students did not meet their mathematics growth goal and 56% did not meet their reading growth goal. These results indicate a need to strengthen instructional practices that increase students' ability to independently apply grade-level skills and concepts.

Critical Root Cause 1: A consistent schoolwide approach to designing and facilitating instruction that gradually releases cognitive responsibility to students through purposeful scaffolding, academic discourse, and productive struggle has not yet been fully implemented.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students scored in the 67th percentile for the spring Panorama assessment as having a "Growth Mindset"; down 3% from the winter benchmark with the lowest drop in students' perceptions and asking their teacher for assistance on how to improve their performance for future assignments (43%).

Critical Root Cause 2: For the 2025-2026 school year counseling lessons, classroom lessons, and school-wide emphasis was focused on students believing they could persevere through academic challenges and students regulating their emotions through challenging situations.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Although chronic absenteeism has decreased from 13.3% in 2023-2024 to 9.0% in 2025-2026, nearly one in ten students continues to miss a significant amount of instructional time. Continued efforts are needed to ensure consistent student attendance so that all students have equitable access to high-quality instruction and opportunities to achieve academic growth.

Critical Root Cause 3: A consistent, proactive system for monitoring attendance patterns, identifying barriers to attendance early, and implementing timely, tiered interventions has not yet been fully implemented across the school community.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Classroom observations and instructional walkthrough data indicate that students are not consistently engaged in opportunities that require them to think critically, explain their reasoning, and independently apply grade-level skills and concepts. In many learning experiences, the cognitive demand remains primarily with the teacher, limiting opportunities for students to engage in productive struggle, academic discourse, and ownership of their learning. Data from FocusEd shows only 20% for teachers and students interacting with learning intentions and 17% for teachers and students interacting with success criteria.

Critical Root Cause 4: A shared instructional framework for increasing student cognitive engagement and ownership of learning has not yet been fully established. Teachers need continued support in planning for lessons that include balancing intentional scaffolding with opportunities for students to think independently, engage in productive struggle, and demonstrate mastery of grade-level standards. Additionally, instructional planning needs to consistently incorporate interacting with Learning Intentions and Success Criteria so students understand what they are learning, why they are learning it, and how they will demonstrate their understanding.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: Students are not consistently demonstrating taking actions based on a growth mindset, for example only 43% of students responded favorably to the question "When you make a mistake on your schoolwork, how often do you ask your teacher for ways you can do better next time?"

Critical Root Cause 5: A consistent schoolwide approach to developing student ownership of learning through goal setting, reflection, feedback, and opportunities to revise and improve has not yet been fully implemented.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Early childhood literacy and math data
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
    - School-wide Writing assessment (teacher developed) and Student Learning Goal (associated with performance tasks)
    - Panorama Survey for students in grades 3-5

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- 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
- Enrollment
- Gifted and talented data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$2,936,169.00	All licensed and support staff positions, building and program funding, all school expenses.	Student Success, Connectedness, Adult Learning
At-Risk Weighted Allocation	$68,866.00	Partial fund for licensed staff, extra support staff hour for student intervention/full day inclusion support	Student Success, Connectedness
EL Weighted Allocation	$132,717.00	Funding for ELL licensed staff and student interventions	Student Success
General Carry Forward	$0.00	All funding was used for licensed 5th grade position promised in appeal	Student Success, Connectedness
At-Risk Weighted Carry Forward	$1,157.00	Partial licensed position, Intervention supplies for student groups	Student Success, Connectedness

School Continuous Improvement (CI) Team

Team Role	Name	Position
Lead	Andrea Heinlen	Principal
Member	Kristian Acuna	Intermediate Teacher
Member	Sarah Rurka	Intermediate Teacher
Member	Diana Heinz	Primary Teacher
Member	Anissa Cole	GATE Specialist
Member	Danielle Hall	Special Education Teacher
Member	Jennilyn Kirkpatrick	Read by Grade 3 Strategist
Member	Randi Myers	SEIF
Support Staff Member	Maria Kuschel	Support Staff
Parent Member	Elizabeth Abdur-Raheem	SOT
Parent Member	Meghan Rodarte	SOT
Parent Member	Denise Fredella	SOT
Parent Member	Alexandra Thornburg	SOT

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 21, 2026	Discussions focused around staffing, progress toward school goals, and budget allocations.
SOT Meeting	August 19, 2026	Discussions focused around staffing, progress toward school goals, and budget allocations.
SOT Meeting	September 8, 2026	Discussions focused around staffing, progress toward school goals, and budget allocations.
PTA Meeting	September 8, 2026	Discussions focused around staffing, progress toward school goals, and budget allocations.
SOT Meeting	September 15, 2026	Discussions focused around budget and the best plan for staffing to ensure students feel the least amount of impact from the reductions.
SOT Meeting	October 7, 2026	Discussions focused around staffing, progress toward school goals, and budget allocations.