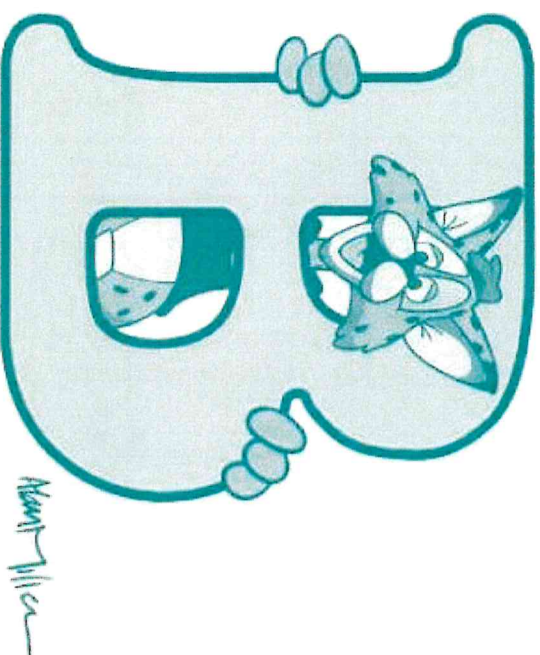


Clark County School District

Bonner, John W. ES

2025-2026 School Improvement Plan

Classification: 4 Star School



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/john_w_bonner_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment	3
Student Success	3
Adult Learning Culture	6
Connectedness	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Inquiry Areas	13
Inquiry Area 1: Student Success	13
Inquiry Area 2: Adult Learning Culture	15
Inquiry Area 3: Connectedness	18
Schoolwide and Targeted Assistance Title I Elements	21
1.1: Comprehensive Needs Assessment	21
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
2.3: Available to parents and community in an understandable format and language	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	21
3.1: Annually evaluate the schoolwide plan	21
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	22
4.2: Offer flexible number of parent involvement meetings	22
Plan Notes	23
School Continuous Improvement Team	24
Community Outreach Activities	25

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

"Based on current projections, our students are expected to demonstrate a 10.8% increase in math achievement as measured by the Spring 2025–2026 MAP assessment. This anticipated growth reflects the ongoing efforts of our educators, the effectiveness of our instructional strategies, and our students' continued commitment to academic excellence in mathematics."

Student Success Areas for Growth

We aim to increase (+5%) reading growth target rates as indicated by the Spring 2025–2026 MAP data. This underscores the importance of implementing targeted instructional strategies and interventions. As part of our commitment to improving literacy outcomes, we are utilizing the LETRS (Language Essentials for Teachers of Reading and Spelling) framework to deepen educators' understanding of the science of reading. Through this professional development, teachers are better equipped to deliver evidence-based instruction that addresses foundational reading skills and supports all learners.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Ongoing challenges in reading, including gaps in foundational literacy skills, vocabulary development, and reading comprehension. These challenges can disproportionately affect students who are English language learners, those with learning differences, and those who have experienced interrupted instruction.	To address these needs, we are implementing targeted instructional strategies and interventions grounded in the science of reading. A key part of our approach is the adoption of the LETRS (Language Essentials for Teachers of Reading and Spelling) framework, which empowers educators with a deeper understanding of how students learn to read and why some struggle. Through this rigorous professional development, teachers are gaining the knowledge and tools necessary to deliver explicit, systematic, and evidence-based literacy instruction that meets the diverse needs of all learners.

Student Group	Challenge	Solution
<p>Foster/Homeless</p>	<p>Ongoing challenges in reading, including gaps in foundational literacy skills, vocabulary development, and reading comprehension. These challenges are often more significant for vulnerable student populations, such as those in foster care or experiencing homelessness, who may face disrupted education, limited access to consistent support, and emotional stressors that impact their ability to learn.</p>	<p>To address these barriers, we are implementing targeted instructional strategies and interventions rooted in the science of reading. A key component of our approach is the use of the LETRS (Language Essentials for Teachers of Reading and Spelling) framework, which provides educators with the tools to deliver explicit, systematic, and evidence-based literacy instruction tailored to the diverse needs of our students. In addition, our school counselor plays a vital role in supporting the academic, social, and emotional well-being of all students—especially those facing instability. The counselor collaborates with families, teachers, and community agencies to ensure students in foster care or experiencing homelessness receive the wraparound support necessary for success, including access to mental health resources, academic interventions, and consistent school engagement.</p>
<p>Free and Reduced Lunch</p>	<p>Students qualifying for free and reduced lunch may face socioeconomic barriers that impact literacy development, including limited access to books and learning materials at home, fewer enrichment opportunities, and increased stress related to financial insecurity. These factors can contribute to lower reading achievement and engagement.</p>	<p>To address these inequities, we are committed to creating an equitable learning environment that prioritizes access to high-quality instruction and resources. Through the LETRS framework, teachers are gaining strategies to deliver differentiated instruction that supports students with varying needs and backgrounds. Additionally, our school provides access to supplemental reading programs, after-school tutoring, and family literacy events to strengthen the home-school connection and ensure students from low-income households have the support they need to grow as readers.</p>
<p>Migrant/Title I-C Eligible</p>		

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial and ethnic minority students may experience opportunity gaps linked to systemic inequities, cultural disconnects in curriculum, and implicit bias. These factors can influence literacy development and contribute to disparities in reading achievement and academic confidence.	Our approach to equity in literacy includes culturally responsive teaching practices, high-quality curriculum access, and the professional development of our staff through LETRS. This training ensures educators are equipped to recognize and address diverse learning needs while fostering an inclusive classroom environment. Additionally, we strive to reflect students' backgrounds and experiences in our reading materials and build strong, trusting relationships with families and communities to support student growth and engagement.
Students with IEPs	Students with IEPs may face a range of learning challenges that impact reading development, including difficulties with decoding, processing speed, memory, and comprehension. These students often require specially designed instruction, accommodations, and consistent progress monitoring to meet their individual learning goals.	We address these challenges through a multi-tiered system of support that includes individualized instruction, the use of research-based interventions, and collaboration among general and special education staff. The LETRS framework equips teachers with a strong foundation in the science of reading, enabling them to deliver explicit, structured, and supportive literacy instruction that aligns with students' IEP goals. Special education teams also work closely with families to ensure alignment between instructional practices and students' unique needs, fostering both academic and personal growth.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): We have observed a 1.85% overall decrease in the number of students from kindergarten through fifth grade who are meeting their projected growth targets in reading. This decline indicates that fewer students are achieving the expected progress benchmarks set for their grade levels in reading proficiency.
Critical Root Cause: Specifically, this trend may reflect challenges in areas such as reading comprehension, fluency, vocabulary development, or foundational literacy skills. Additionally, factors such as changes in curriculum implementation, instructional time, student engagement, or external influences like attendance and home support might be contributing to this decline. Addressing this decrease will require targeted interventions, increased instructional support, and potentially revisiting the reading programs or resources being used. Our goal is to ensure all students are supported effectively to meet or exceed their growth targets in reading moving forward.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Percentage of students proficient at the 61st percentile on MAP Reading grew from 53% (Fall 2023), to 56% (Winter), to 60% (Spring 2024).

Adult Learning Culture Areas for Growth

By the end of the 2026 school year, we will increase the percentage of students meeting projected growth targets by 5% from spring 2025 (55%) to spring 2026 (61%) as measured by the MAP interim growth assessment for reading by increasing differentiation and scaffolding within the Tier I instruction block.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	ELL students often struggle to keep up academically while also developing English proficiency. The need for language-rich, scaffolded, and differentiated instruction .	Planning will include language-rich scaffolded and differentiated support in Tier I instruction as well as in small groups. Employ educational personnel who provide services for at-risk students.
Foster/Homeless	Even with wrap-around services provided by school counselors and social workers, homeless students still face major challenges such as unstable housing, transportation barriers, unmet basic needs, mental health struggles, and stigma. These persistent issues can disrupt attendance and limit the effectiveness of school-based interventions, making it difficult for homeless students to fully benefit from available support programs.	The school counselor and social worker will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch	Many students from low-income backgrounds face barriers beyond academics, such as housing and food insecurity, which can impact their ability to fully engage with tutoring programs ⁵ . Additionally, schools serving high-risk populations often find a disproportionate number of these students in need of more intensive interventions (Tier 2 or 3), stretching resources thin and making it difficult to provide effective, individualized support for all who need it.	Strategic Budget funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
Migrant/TitleI-C Eligible		
Racial/Ethnic Minorities	A lack of culturally responsive teaching and insufficient professional development for educators in addressing the unique needs of diverse students.	Support for these students will be included during planning time. Employ educational personnel who provide services for at-risk students.
Students with IEPs	A significant adult learning culture problem in this context is a lack of understanding of the unique needs of students with IEPs among general education staff .	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 Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Our teachers require additional support to effectively plan and implement differentiation and scaffolding strategies within their Tier I instructional blocks. Differentiation is essential to address the diverse learning needs and varying reading levels of students in the general classroom setting, ensuring that all students receive appropriate challenges and support. Scaffolding techniques help break down complex reading skills into manageable steps, enabling students to build their understanding progressively. In addition to Tier I, our teachers also need dedicated time and resources to collaboratively plan targeted interventions for students requiring Tier II and Tier III support. These tiers involve more intensive, individualized, or small-group instruction designed to address specific reading difficulties and accelerate growth for students who are not meeting grade-level expectations. Furthermore, ongoing professional development through programs like LETRS (Language Essentials for Teachers of Reading and Spelling) is critical to deepen teachers' understanding of the science of reading. LETRS provides educators with research-based knowledge and practical strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension, which are essential for effective reading instruction across all tiers.
Critical Root Cause: Students have a wide array of levels of mastery. Teachers must provide skill gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards.

Connectedness

Connectedness Areas of Strength

There was an increase of students who know ways to calm themselves down but not the growth that we'd hoped for. Our students' sense of belonging and supportive relationships were both strong per the Panorama survey.

Connectedness Areas for Growth

Students are still struggling to self regulate, as indicated in the emotion regulation portion of the Panorama survey.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	A key challenge for ELL (English Language Learner) students in feeling connected in elementary school is social inclusion. Language barriers and unfamiliarity with cultural norms can make it difficult for ELL students to participate fully in classroom discussions, share their perspectives, and form friendships, which may lead to feelings of isolation or being undervalued.	The learning strategist will work with students in small groups to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
Foster/Homeless	A major challenge for foster and homeless children in elementary school regarding connectedness is their heightened vulnerability to social-emotional difficulties such as poor self-regulation and social skills, which can lead to peer rejection and feelings of isolation. Frequent moves, instability, and trauma often disrupt their ability to form stable relationships with peers and adults.	Our counselor will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.
Free and Reduced Lunch	For students receiving free or reduced lunch, a key challenge to connectedness in elementary school is the stigma and social isolation that can arise from being identified as low-income.	All students will receive these supports, as Certified Temporary Tutors (CTTs) provide instruction for tiered interventions and acceleration.

Student Group	Challenge	Solution
Migrant/Title I-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Racial and ethnic minority students in elementary schools often feel less connected than their White peers due to systemic inequities, implicit bias, and a lack of culturally responsive practices, leading to lower feelings of belonging and support.	All teachers provide tiered interventions and acceleration for students.
Students with IEPs	Students with IEPs in elementary school face unique challenges such as limited focus on social and emotional needs (not just academics), fragmented or inconsistent support between school and outside services, insufficient teacher training and resources, and frequent non-compliance with IEP requirements, which can leave students without necessary accommodations.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade level instruction with the appropriate accommodations and modifications.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Student positive responses on the Districtwide survey to the question "Knowing ways I calm myself down" has fallen from 81.33% in 2019 to 76.66% in 2020 to 65.75% in 2021 to 70.05% in 2022 to 65.84% in 2023 to 65.34% in 2024.

Critical Root Cause: Students are experiencing anxiety due to growing skill gaps and increased academic expectations. They have lost coping skills and study skills habits.

Priority Problem Statements

Problem Statement 1: Our teachers require additional support to effectively plan and implement differentiation and scaffolding strategies within their Tier I instructional blocks.

Differentiation is essential to address the diverse learning needs and varying reading levels of students in the general classroom setting, ensuring that all students receive appropriate challenges and support. Scaffolding techniques help break down complex reading skills into manageable steps, enabling students to build their understanding progressively. In addition to Tier I, our teachers also need dedicated time and resources to collaboratively plan targeted interventions for students requiring Tier II and Tier III support. These tiers involve more intensive, individualized, or small-group instruction designed to address specific reading difficulties and accelerate growth for students who are not meeting grade-level expectations. Furthermore, ongoing professional development through programs like LETRS (Language Essentials for Teachers of Reading and Spelling) is critical to deepen teachers' understanding of the science of reading. LETRS provides educators with research-based knowledge and practical strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension, which are essential for effective reading instruction across all tiers.

Critical Root Cause 1: Students have a wide array of levels of mastery. Teachers must provide skill gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: We have observed a 1.85% overall decrease in the number of students from kindergarten through fifth grade who are meeting their projected growth targets in reading. This decline indicates that fewer students are achieving the expected progress benchmarks set for their grade levels in reading proficiency.

Critical Root Cause 2: Specifically, this trend may reflect challenges in areas such as reading comprehension, fluency, vocabulary development, or foundational literacy skills. Additionally, factors such as changes in curriculum implementation, instructional time, student engagement, or external influences like attendance and home support might be contributing to this decline. Addressing this decrease will require targeted interventions, increased instructional support, and potentially revisiting the reading programs or resources being used. Our goal is to ensure all students are supported effectively to meet or exceed their growth targets in reading moving forward.

Problem Statement 2 Areas: Student Success

Problem Statement 3: Student positive responses on the Districtwide survey to the question "Knowing ways I calm myself down" has fallen from 81.33% in 2019 to 76.66% in 2020 to 65.75% in 2021 to 70.05% in 2022 to 65.84% in 2023 to 65.34% in 2024.

Critical Root Cause 3: Students are experiencing anxiety due to growing skill gaps and increased academic expectations. They have lost coping skills and study skills habits.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- 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/SEL survey
 - Classroom observations

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other
 - SBAC scores and MAP growth reports
 - PLC structure and expectations
 - Collaboration structure/schedule

Connectedness

- Attendance

- Behavior
- Enrollment
- Gifted and talented data
- PBIS/MTSS data
- 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: By the 2026 Spring administration of the SBAC (Smarter Balanced Assessment Consortium) reading exam, our goal is to increase overall student reading proficiency to 77.5% and raise the percentage of students meeting Adequate Growth Percentile (AGP) in English Language Arts (ELA) to 72.6%. This targeted growth reflects our commitment to high academic standards, equity in instruction, and data-informed decision-making.

Progress toward these goals will be closely monitored through ongoing MAP (Measures of Academic Progress) assessments administered in Fall 2025, Winter 2026, and Spring 2026. These benchmark assessments will serve as key indicators of student growth, guide instructional adjustments, and ensure timely interventions are in place to support all learners on the path to grade-level proficiency and beyond."

Formative Measures: Students will receive vertically-aligned, standards-based Tier I instruction in reading that incorporates purposeful differentiation and scaffolding to meet diverse learning needs. This instruction is grounded in the science of reading and informed by the LETRS (Language Essentials for Teachers of Reading and Spelling) framework, which equips educators with research-based strategies to enhance literacy outcomes.

Additionally, students will receive support at their instructional levels through targeted, data-informed small groups designed to address specific skill gaps and accelerate growth.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Our Read by Grade 3 Strategist helps teachers identify students and plan for intervention groups as well as small groups within the tier 1 block and provides direct support to students in daily small groups.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop a schedule for the Read by Grade 3 strategist to provide coaching to support Tier I instruction, including differentiation and scaffolding.	Administration and RBG3 Strategist	August 2025			
2	Provide professional learning to support implementation of scaffolding and differentiation.	Administration, strategists, and teacher leaders	August 2025-ongoing			
3	Continue providing long range planning and lesson planning support via PLCs to ensure strong Tier I instruction	Administration and teachers	August 2025-ongoing			
4	Continue providing targeted support at students' instructional level via small groups and intervention groups.	teachers, strategists, Administration, counselor	August 2025-ongoing			
5	Create 5 week cycle of PLC /professional learning	Administration	June-August 2025			
Position Responsible: Administration, strategists, grade level leads Evidence Level Level 3: Promising: MAP Growth Assessment, Progress Monitoring Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: We have observed a 1.85% overall decrease in the number of students from kindergarten through fifth grade who are meeting their projected growth targets in reading. This decline indicates that fewer students are achieving the expected progress benchmarks set for their grade levels in reading proficiency. Critical Root Cause: Specifically, this trend may reflect challenges in areas such as reading comprehension, fluency, vocabulary development, or foundational literacy skills. Additionally, factors such as changes in curriculum implementation, instructional time, student engagement, or external influences like attendance and home support might be contributing to this decline. Addressing this decrease will require targeted interventions, increased instructional support, and potentially revisiting the reading programs or resources being used. Our goal is to ensure all students are supported effectively to meet or exceed their growth targets in reading moving forward.</p>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026 school year, we will increase the percentage of students meeting projected growth targets by 5%, as measured by the MAP interim growth assessment for reading. This improvement will be achieved by increasing differentiation and scaffolding within the Tier I instruction block to better meet students' individual learning needs. Our instructional approach is grounded in the LETRS (Language Essentials for Teachers of Reading and Spelling) framework, which equips educators with evidence-based strategies rooted in the science of reading. Through LETRS professional development, teachers deepen their understanding of how students acquire literacy skills, enabling them to implement more effective differentiation and scaffolding during Tier I instruction.

Specifically, our targeted growth percentages for each grade level are as follows:

- Kindergarten: 45.82%
- 1st Grade: 56.14%
- 2nd Grade: 57.25%
- 3rd Grade: 57.78%
- 4th Grade: 69.66%
- 5th Grade: 60.68%

These grade-specific targets reflect our commitment to tailored instructional practices and ongoing progress monitoring to ensure all students advance their reading skills effectively.

Formative Measures: Teachers will provide purposeful Tier I instruction that includes differentiation and scaffolding, as well as small group intervention lessons as measured by classroom observations while implementing LETRS to support student learning.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Six additional planning time meetings will be available to engage teachers in additional planning and support sessions from our Read by Grade 3 strategist to create effective small group instruction.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Schedule additional planning time with teachers.	Administration and strategists	August 2025	No review	No review	
Position Responsible: Administration and strategists Resources Needed: Materials teachers may need for planning						
Evidence Level Level 1: Strong: Amplify Level 2: Moderate: HMM						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						
Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Provide appropriate meeting structures, including agendas, minutes, expected outcomes and resources needed				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop structures and provide professional learning to ensure implementation	Administration	August 2025	No review	No review	
Position Responsible: Administration Resources Needed: PLC structures/sign-in, lesson plan format						
Evidence Level Level 2: Moderate: PLC and lesson plans HMM						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Improvement Strategy 3 Details				Reviews		
Improvement Strategy 3: During planning time, teachers will analyze data to determine students' needs and plan instruction aligned to grade-level standards, and including differentiation and scaffolding.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Data provided to staff, professional learning to staff on data analysis	strategists	August 2025-ongoing	No review	No review	
Position Responsible: Strategists Resources Needed: Data points and training time Evidence Level Level 2: Moderate: Data training/HMH Problem Statements/Critical Root Cause: Adult Learning Culture 1						
Improvement Strategy 4 Details				Reviews		
Improvement Strategy 4: Provide professional learning to best support implementation of differentiation and scaffolding.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Cycle for professional learning	Administration	August 2025	No review	No review	
Position Responsible: Administration Resources Needed: N/A Evidence Level Level 2: Moderate: HMH Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Our teachers require additional support to effectively plan and implement differentiation and scaffolding strategies within their Tier I instructional blocks. Differentiation is essential to address the diverse learning needs and varying reading levels of students in the general classroom setting, ensuring that all students receive appropriate challenges and support. Scaffolding techniques help break down complex reading skills into manageable steps, enabling students to build their understanding progressively. In addition to Tier I, our teachers also need dedicated time and resources to collaboratively plan targeted interventions for students requiring Tier II and Tier III support. These tiers involve more intensive, individualized, or small-group instruction designed to address specific reading difficulties and accelerate growth for students who are not meeting grade-level expectations. Furthermore, ongoing professional development through programs like LETRS (Language Essentials for Teachers of Reading and Spelling) is critical to deepen teachers' understanding of the science of reading. LETRS provides educators with research-based knowledge and practical strategies for phonemic awareness, phonics, vocabulary, fluency, and comprehension, which are essential for effective reading instruction across all tiers. Critical Root Cause: Students have a wide array of levels of mastery. Teachers must provide skill gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the percentage of Bonner Elementary students who believe they have the potential to influence factors central to their academic performance (growth mindset) from 46% to 55%.

Formative Measures: Students will receive monthly lessons focused on developing coping strategies to manage stress and calm themselves during challenging situations. These lessons will include practical techniques such as deep breathing, positive self-talk, mindfulness exercises, and problem-solving skills. The effectiveness of these lessons will be monitored and measured through Panorama benchmark data collected quarterly, allowing staff to track improvements in students' emotional regulation and growth mindset.

In addition, the school will implement targeted growth mindset interventions by:

Providing ongoing professional development for teachers centered on growth mindset principles, including how to foster a classroom culture that encourages effort, resilience, and learning from mistakes.

Hosting student workshops that engage learners in interactive activities and discussions about the power of "yet," perseverance, and self-belief.

Integrating growth mindset language and activities into daily lessons and school-wide routines, ensuring that messages about effort and potential are consistently reinforced across all subjects and grade levels.

Together, these strategies aim to increase students' belief in their ability to influence their own learning and performance, fostering a more positive and resilient school community.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Students will be provided coping strategies that will help them manage their anxiety and calm themselves down through classroom lessons and individual/group counseling.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation		Person(s) Responsible	Timeline		
1	Work with counselor to develop classroom lessons on coping skills					
Resources Needed: Coping skills lessons Time to pull small groups/individual students/schedule Hazel Health Parent resources						
Evidence Level Level 4: Demonstrate Rationale: Sanford Harmony						
Problem Statements/Critical Root Cause: Connectedness 1						

Improvement Strategy 2 Details				Reviews										
Improvement Strategy 2: Use Panorama data, observational data and teacher referrals to identify students who require additional support in small groups/individually				<div>Status Check</div> <div>EOY Reflection</div> <div>June</div>										
<table><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr></thead><tbody><tr><td>1</td><td>Data analysis of completed survey data, Fall, Winter, and Spring</td><td>Counselor and Assistant Principal</td><td>August-ongoing</td></tr></tbody></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Data analysis of completed survey data, Fall, Winter, and Spring	Counselor and Assistant Principal	August-ongoing			
Action #	Actions for Implementation	Person(s) Responsible	Timeline											
1	Data analysis of completed survey data, Fall, Winter, and Spring	Counselor and Assistant Principal	August-ongoing											
Position Responsible: Counselor and Assistant Principal														
Resources Needed: N/A														
Problem Statements/Critical Root Cause: Connectedness 1														
Improvement Strategy 3 Details				Reviews										
Improvement Strategy 3: Increase scheduling of Hazel Health sessions				<div>Status Check</div> <div>EOY Reflection</div> <div>June</div>										
<table><thead><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr></thead><tbody><tr><td>1</td><td>Identify students and provide parents with permission slips</td><td>Counselor</td><td>August 2025-ongoing</td></tr></tbody></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Identify students and provide parents with permission slips	Counselor	August 2025-ongoing			
Action #	Actions for Implementation	Person(s) Responsible	Timeline											
1	Identify students and provide parents with permission slips	Counselor	August 2025-ongoing											
Position Responsible: Counselor														
Resources Needed: n/A														
Evidence Level														
Level 4: Demonstrate Rationale: community supports														
Problem Statements/Critical Root Cause: Connectedness 1														
Improvement Strategy 4 Details				Reviews										
Improvement Strategy 4: Provide additional support to identified students				<div>Status Check</div> <div>EOY Reflection</div> <div>June</div>										
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Action #	Actions for Implementation	Person(s) Responsible	Timeline											
1	develop ongoing schedule for small group and class lessons	Counselor	August 2025-ongoing											
Position Responsible: counselor														
Resources Needed: N/A														
Problem Statements/Critical Root Cause: Connectedness 1														

Improvement Strategy 5 Details				Reviews		
Improvement Strategy 5: Provide parenting sessions/brochure to support parents.				Status Check <div>Oct</div> <div>Feb</div>		EOY Reflection <div>June</div>
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop parent sessions/brochures	Assistant Principal and counselor	August -October 2025	No review	No review	
Position Responsible: Assistant Principal and counselor Resources Needed: Materials Evidence Level Level 4: Demonstrate Rationale: Parent /community outreach Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Student positive responses on the Districtwide survey to the question "Knowing ways I calm myself down" has fallen from 81.33% in 2019 to 76.66% in 2020 to 65.75% in 2021 to 70.05% in 2022 to 65.84% in 2023 to 65.34% in 2024. Critical Root Cause: Students are experiencing anxiety due to growing skill gaps and increased academic expectations. They have lost coping skills and study skills habits.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At our school, the comprehensive needs assessment process is a collaborative effort involving the School Organization Team (SOT), which includes teachers, administrators, parents, and support staff. We meet monthly during our SOT meetings to review data, discuss goals, and update our website to keep the community informed and engaged in continuous improvement efforts.

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

Staff, families, and community members are actively involved in the plan development process through regular meetings, surveys, and open forums. Feedback is solicited via monthly School Organization Team meetings, online surveys posted on the school website, and community outreach events to ensure diverse perspectives shape our goals and strategies.

2.2: Regular monitoring and revision

Plans are regularly monitored and revised through ongoing data review and discussion during monthly School Organization Team meetings. Adjustments are made based on progress toward goals, feedback from stakeholders, and emerging needs to ensure continuous improvement and effectiveness.

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

We make the plan available to parents and the community by posting it on the school website in clear, easy-to-understand language, and by providing translated versions as needed. Additionally, key highlights are shared through newsletters and community meetings to ensure accessibility for all families.

2.5: Increased learning time and well-rounded education

Title I initiatives support Tier 1 instruction with high-quality teaching for all students and provide Tier 2 interventions for those needing extra help, ensuring everyone has the opportunity to meet state standards. These funds strengthen both tiers through evidence-based practices and targeted support, promoting academic success for all students, especially those at risk.

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

Title I initiatives use a Multi-Tiered System of Supports (MTSS) to address the needs of all students, especially those at risk, by providing high-quality, evidence-based instruction like LETRS in Tier 1 and targeted interventions in Tier 2. This framework ensures resources systematically meet diverse student needs with a focus on early identification and support.

3.1: Annually evaluate the schoolwide plan

The School Performance Plan (SPP) is evaluated annually by analyzing student achievement data, attendance, and other key indicators during School Organization Team meetings. Feedback from staff, families, and community members is also gathered to assess the effectiveness of the plan and guide necessary revisions.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed collaboratively by the School Organization Team, including parents, teachers, and administrators, ensuring it reflects the needs of our school community. The policy is distributed through the school website, newsletters, and at family meetings to ensure broad accessibility and understanding.

4.2: Offer flexible number of parent involvement meetings

We provide a flexible number of parent involvement opportunities by offering a variety of events and forums, including PTO meetings, Koffee with Kirkhart (meet and greet with the Principal) sessions, and Parent-Teacher Conferences (PTC), scheduled at different times to accommodate diverse family schedules. This approach ensures all parents have multiple ways to engage with the school community according to their availability and preferences.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5851787.80	salary, supplies, operations	1, 2, 3
At-Risk Weighted Allocation	\$87665.05	staffing (split fund one Grade 1, one grade 3, and one grade 5 teacher); plus 2 full fund plus full fund one grade 3 and one grade 5 teacher	1, 2, 3
EL Weighted Allocation	\$226803.58	staffing (split fund one grade 1 one grade 3 and one grade 5 teacher, plus full fund two grade 3 teachers)	1, 2, 3
General Carry Forward	\$54892.00		
At-Risk Weighted Carry Forward	\$87665.05		
EL Weighted Carry Forward	\$226803.58		
Title IA	\$		

School Continuous Improvement Team

Team Role	Name	Position
SOT	Rachaelk Howerton	Support Staff
SOT	Andrea Logie	Teacher
SOT	Annie Holzworth	Teacher
SOT	Yvonne Anderson	Parent
SOT	Joshua Logie	Parent
SOT	Jessica Margos	Parent
SOT	Stephanie Lachman	Parent
CI Team Lead	Michelle Keener	Assistant Principal
Required	David Kirkhart	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	4/25/25	Planning goals