

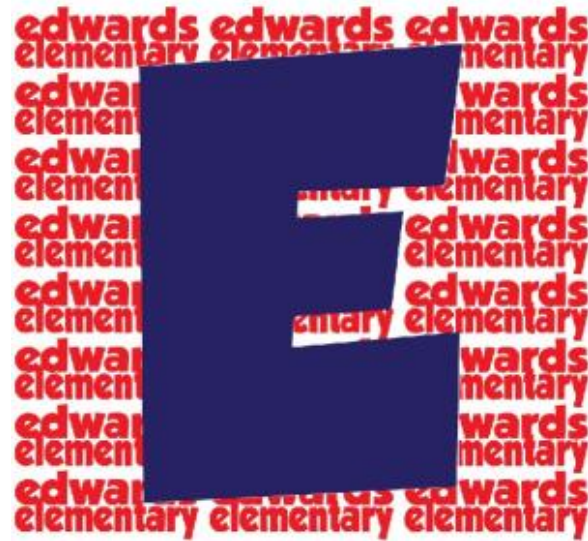
Clark County School District

Edwards, Elbert B. ES

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, AB219



Mission Statement

Our mission at Edwards Elementary school is to maintain high expectations, ensure all students are problem solvers, able to persevere and engage in discourse to promote student achievement.

Vision

Believe in Excellence! Own your Academics.

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/marion_b._earl_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

An area of strength for the students at Edwards Elementary is in the growth data, specifically students who met or exceeded their growth projection for the Spring 2025 Maps assessment. In the area of Math, 79% of Kindergarten students, 71% second grade students and 76% of fifth grade students met/exceeded their growth goal. In ELA our 5th grade students were again another area of strength not only in the area of growth but also in the area of proficiency. 61% of 5th grade students met/exceeded their growth goal and 30% of our 5th grade students are on track to be proficient in the area of ELA.

In reviewing subgroup data, an additional strength is in our EL students. There has been an increase in our EL students meeting their AGP on SBAC by 9% as well as an increase of Hispanic students demonstrating proficiency in the area of math on SBAC by 17% over the last three years.

An overall area of strength school-wide, was in the area of math, with our school wide data being in the 38th percentile growing 6 percentile points from the previous years Spring data and increasing from the 30th percentile from the Winter data this school year (2024-2025SY).

Student Success Areas for Growth

During the 24-25 school year, third and fourth-grade students struggled to meet both proficiency and growth goals in ELA and in Math. In addition our first grade students struggled in the area of Math.

34% of our 3rd graders met or exceeded their growth goals in ELA and 55% of 3rd graders met/exceeded their growth goals in Math. In the area of proficiency, 19% of 3rd grade students are on grade level for ELA and 26% for Math.

31% of our 4th graders met or exceeded their growth goals in ELA and 50% of 4th graders met/exceeded their growth goals in Math. In the area of proficiency, 23% of 4th grade students are on grade level for ELA and 15% for Math.

1st grade students struggled in the Spring in the area of Math, falling to the 36th percentile which decreased from the 42nd percentile in the Fall of the 2024-2025 school year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		AB 219 Student Success Improvement Strategy: Kagan, Reading Skill Center, LETRS AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale) Kagan Level 2, LETRS Level 3 AB 219 Student Success Action Action Step [1]: Create a process for effective lesson planning that purposefully plans for consistent student-to-student academic discourse using a step-by-step guide incorporating specific language supports for ELLs, leveraging the Purposeful planning template: QTEL Monitoring Plan: Monthly Tier I Monitoring Tool Person Responsible: Administration and Language Learner Strategist Action Step [2]: The Language Learner strategist will implement an EL Reading Skills Center utilizing Flying Start to Literacy and 95 Phonics Core Program to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development for EL students. Monitoring Plan: Monthly, Fast Bridge- Nonsense word fluency Person Responsible Language Learner Strategist, CTT Action Step [3]: Utilizing LETRS (Language Essentials for Teachers of Reading and Spelling) for EL students with a language focus, planning specific scaffolds for English learners such as utilization of 95% chip kits and
	AB 219 Data Reviewed English Learner (EL) English Language Arts (ELA) Proficiency: 12.8% EL Mathematics Proficiency: 10.8% EL WIDA Met AGP: 38.5%	

English Learners

AB 219 Student Success Root Causes: As evidenced by (SBAC, WIDA ACCESS, and NSPF), the problem is ELs are performing in the bottom 30th percentile in the state. A root cause of the low performance of ELs in language proficiency and content achievement is due to the lack of intentionally planned opportunities for students to engage in consistent student-to-student academic discourse, and struggle to engage in grade-level texts.

AB 219 Student Success Goals:

Mathematics Summative Assessment

Increase the percentage of ELLs proficient in math from 10.8 % to 15% as measured by SBAC.

ELA Summative Assessment

Increase the percentage of ELLs proficient in ELA from 12.8 % to 15% as measured by SBAC.

Language Summative Assessment

Edwards ES will increase the percentage of ELLs meeting AGP, as measured by ACCESS, from 38.5 % to 42%

elkonin boxes.

Monitoring Plan: Staff Development Day- Online Learning platform, Fast bridge data

Person Responsible: Administration, Read by Three Strategist

AB 219 Student Success Professional Learning

Professional Learning [1] for teachers: What professional learning does the site need around Connectedness for EL students?

Provide professional learning on purposefully planning academic discourse structures for ELLs using the QTEL template.

Professional Learning [2] for [Language Learner Strategist and Support Professional]: What professional learning does the site need around Connectedness for EL students?

Provide LLS with ongoing professional learning and coaching on the RSC Approach, formative assessments, and embedding the four domains (speaking, writing, reading, and listening) in 30-minute RSC lessons.

Professional Learning [3] for [teachers] : What professional learning does the site need around Connectedness for EL students?

Teachers will complete LETRS (Language Essentials for Teachers of Reading and Spelling) to support their understanding of the language development of EL students.

Zoom Reading Center, New to Country Tier II Groups. Implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in

		phonics, fluency, vocabulary, reading comprehension, and language development. The learning strategist will implement a Reading Skills Center to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development. Title III funding will provide a CTT to support students with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.
Foster/Homeless	Despite schoolwide growth in math and ELA, foster and homeless students face chronic absenteeism and inconsistent academic and emotional support, limiting their ability to consistently benefit from the instructional gains seen across grade levels.	Boys Town, School Counselor The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Although growth in student achievement is evident, students qualifying for free and reduced lunch may not be fully accessing academic acceleration opportunities outside of core instructional time, which could widen existing gaps in proficiency—particularly in reading.	Tier II Groups with RBG3 strategist, Parent Academies Licensed and support staff will provide opportunities for after-hour tutoring Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	While Hispanic students have shown encouraging growth in math proficiency over the last three years, achievement gaps remain across other content areas and racial/ethnic subgroups, signaling the need for sustained, culturally responsive instruction and academic support to ensure equity in both growth and proficiency outcomes.	Tier II Groups with RBG3 strategist, Parent Academies Utilize a language learner specialist to provide tiered interventions and acceleration for students.
Students with IEPs	Although many students are meeting or exceeding their growth projections, students with IEPs continue to require increased access to grade-level content in inclusive settings, along with targeted reading and math interventions, to ensure their progress aligns with schoolwide trends in achievement and growth.	Sped teachers involved in the collaboration of effective lesson planning to meet student needs Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. 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 Student Success Needs

Problem Statement 1 (Prioritized): Overall ELA proficiency is low. Students who are not proficient in ELA will continue to fall behind because reading knowledge builds upon previous understanding. The following are the percent of students at Edwards ES above the 60th percentile on the 2025 Spring MAP assessment (60th percentile most closely aligns with proficiency): K - 23%, 1st - 31%, 2nd - 32%, 3rd - 19%, 4th - 23%, 5th - 30%.

Critical Root Cause: School-wide, Differentiated Tier I is not purposefully planned with flexible groups aligned with HMM.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers and administrators consistently engage in weekly PLC meetings, demonstrating a strong commitment to collaborative professional growth. Staff show enthusiasm and openness to continuous learning, as evidenced by their active participation in Year 1 of LETRS training and their positive embrace of the new ELA Tier I instructional materials

Adult Learning Culture Areas for Growth

Enhance adult learning culture by deepening teacher capacity to deliver high-quality Tier I instruction through explicit lesson delivery, intentional use of a spiral curriculum, and responsive teaching practices that address student misconceptions in real time and through data-informed differentiation.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners		AB 219 Adult Learning Culture Improvement Strategy: Kagan, HMH Into Reading K-5, enVision Mathematics Common Core 2020, Amplify Science
	AB 219 Data Reviewed	
	Classroom Observations, Tier I Monitoring Tool	AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): EBI Levels 1-3
	AB 219 Adult Learning Culture Root Causes: As evidenced by observations, the problem is teachers are carrying the cognitive load and EL students are not driving their own learning. There is a lack of opportunity for consistent student-to-student academic discourse for our EL students.	AB 219 Adult Learning Culture Action Action Step [1]: Provide monthly data check-ins to the Grade Levels and opportunities for teachers to share reflection and implementation ideas to support discourse for their EL learners. Monitoring Plan: Monthly Google Form Person Responsible: Administration, Licensed Teachers
	AB 219 Adult Learning Culture Goals:	

	Increase the percentage of licensed teachers who will participate in 'Observe Me" from 31% to 100% by the end of the 24-25 school year Instructional Materials: Google Form, NEPF-Standard 3 Instructional Design and Delivery: NEPF-Standard 3 Professional Learning and Collaboration: Participation in #ObserveMe Google Form	AB 219 Adult Learning Culture Professional Learning Professional Learning for Teachers: Based on Google form, teachers are carrying the cognitive load and EL students are not driving their own learning. There is a lack of opportunity for consistent student-to-student academic discourse for our ELL students. As a result, professional development will be provided on NEPF Standard 3 and modeling discourse structures for EL students. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support English language learners.
Foster/Homeless	The challenge is foster and homeless students face chronic absenteeism and inconsistent academic and emotional support, making it difficult for them to stay engaged and succeed at grade level.	The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Students qualifying for free and reduced lunch often face academic achievement gaps due to limited access to extended learning opportunities and individualized academic support beyond regular school hours.	Licensed and support staff will provide opportunities for after-hour tutoring Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
Racial/Ethnic Minorities	The challenge is racial and ethnic minority students experience disparities in academic achievement and access to targeted instructional support.	Utilize a language learner specialist to provide tiered interventions and acceleration for students.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs are not consistently accessing grade-level instruction in inclusive settings, which impacts their academic growth and confidence. There are inconsistent co-teaching practices, limited opportunities for collaborative instructional planning, and the need for stronger literacy instruction to support struggling readers, particularly in foundational reading skills.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. 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. LETRS focuses on supporting struggling readers and misunderstandings.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a lack of understanding around high-leverage instructional strategies, specifically when, where, and why a strategy should be chosen.

Critical Root Cause: Teachers struggle with how to respond in the moment when a student doesn't understand a concept or skill.

Connectedness

Connectedness Areas of Strength

During the 2024-2025 school year, chronic absenteeism decreased to 28%

Connectedness Areas for Growth

Kindergarteners have the highest percentage of students chronically absent at 33.7%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	AB 219 Data Reviewed Chronic Absenteeism: EL Chronic Absenteeism rate 2024: 23% as compared to 31.7% overall population. A root cause of low performance of English language learners in language proficiency and Tier 1 content is negatively impacted. AB 219 Connectedness Root Causes: As evidenced by attendance data, the problem is EL students are not demonstrating language proficiency due to being chronically absent. A root cause of the low performance of English language learners in language proficiency and content achievement is due to missing school. Students need support with at-home routines to attend school regularly as well as understand why it is important to attend school daily. AB 219 Connectedness Goals: Decrease the percentage of ELs chronically absent from 23% to 18% by 2025, as measured by attendance data.	AB 219 Connectedness Improvement Strategy: Data Folders, School Counselor Tier II groups, Boys Town School Support Specialists AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale) Counselor - 1, Boystown - 2 AB 219 Connectedness Action Action Step [1]: The School Counselor will create grade-level groups based on attendance data. Groups will be met with weekly to incentive school attendance and daily routines Monitoring Plan: Monthly Attendance data Person Responsible: Boys Town School Support Specialists, School Counselor, Clerk AB 219 Connectedness Professional Learning Professional Learning for Parents: Boys Town along with the school counselor will provide monthly parent training. The goal of the training is to inform parents of the importance of being in school as well as teach at-home routines that can support daily attendance. School Counselor and Boys Town School Support Specialists hold monthly ‘Parent Cafes.’ These meetings will provide parents with resources, the importance of attending school, and at-home strategies for school success.

Student Group	Challenge	Solution
Foster/Homeless	Even with an overall decrease in chronic absenteeism to 28%, foster and homeless students remain disproportionately affected by inconsistent attendance, often due to unstable living situations and limited access to school-based connections and support systems, impacting both their academic and social-emotional development.	The school counselor and Boys Town School Support Specialist will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. The Title I HOPE Advocate on campus will coordinate ongoing services and support and monitor students' attendance, academic, and social/emotional progress.
Free and Reduced Lunch	Despite overall improvements in attendance, many students qualifying for free and reduced lunch continue to face barriers to consistent school engagement and academic progress due to limited access to extra instructional support outside regular school hours.	Licensed and support staff will provide opportunities for after-hour tutoring Title I funding is used to provide Certified Temporary Tutors (CTTs) to provide instruction for tiered interventions and acceleration.
Racial/Ethnic Minorities	Despite overall improvements, racial and ethnic minority students experience higher rates of chronic absenteeism, which combined with limited access to targeted language interventions, hinders their ability to engage consistently in grade-level instruction and accelerate academic growth.	Utilize a language learner specialist to provide tiered interventions and acceleration for students.
Students with IEPs	Students with IEPs face challenges with consistent attendance, which, coupled with limited access to inclusive, grade-level instruction and collaborative planning, impacts their academic progress and ability to receive necessary accommodations and modifications in the least restrictive environment.	Co-teaching opportunities will be provided in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications. 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 Connectedness Needs

Problem Statement 1 (Prioritized): Families do not understand the educational impact that occurs when students are absent from school, specifically chronically absent.

Critical Root Cause: Lack of students consistently attending school.

Priority Problem Statements

Problem Statement 1: Overall ELA proficiency is low. Students who are not proficient in ELA will continue to fall behind because reading knowledge builds upon previous understanding. The following are the percent of students at Edwards ES above the 60th percentile on the 2025 Spring MAP assessment (60th percentile most closely aligns with proficiency): K - 23%, 1st - 31%, 2nd - 32%, 3rd - 19%, 4th - 23%, 5th - 30%.

Critical Root Cause 1: School-wide, Differentiated Tier I is not purposefully planned with flexible groups aligned with HMH.

Problem Statement 1 Areas: Student Success

Problem Statement 2: There is a lack of understanding around high-leverage instructional strategies, specifically when, where, and why a strategy should be chosen.

Critical Root Cause 2: Teachers struggle with how to respond in the moment when a student doesn't understand a concept or skill.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Families do not understand the educational impact that occurs when students are absent from school, specifically chronically absent.

Critical Root Cause 3: Lack of students consistently attending school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - Classroom Observations, Boys Town Logs, IC Behavior, Walkthroughs, Data Meetings, School Success Squad Meetings

Adult Learning Culture

- Equity data
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other
 - SOT

Connectedness

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

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting/exceeding growth projections in ELA from 44.6% to 48.5% (Spring 2026) and in Math from 62.1% to 70% (Spring 2026) as measured by MAP Growth Assessments.

Formative Measures: HMH End of Module Assessments, MAP Growth Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will engage in the PLC/Teaching and Learning Cycle, focusing on Plan, Analyze and Respond. Teachers will create and teach fluid and flexible differentiated Tier I groups based on the Plan, Analyze and Respond Cycle.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Utilize Tier I adopted materials	Teachers Admin Strategist	Ongoing throughout the year School wide Assessment/Meeting Calendar is provided to staff			
2	Follow the master schedule aligned to the allocated minutes for each subject					
3	PLC meetings will follow the Teaching and Learning cycle Comprehension Checklist/Topic Overview,					
4	Analyzing Student work to determine student needs and flexible groupings.					
5	Coaching/feedback cycle during scheduled and unscheduled observations to align instruction with CCSD Tier I expectations and focus on Differentiated Tier I					
Position Responsible: Administration, Strategist, Teachers Resources Needed: Adopted Tier Curriculum CCSD PLC process/protocol Comprehension Checklist/Topic Overview CCSD Tier I expectations QTEL 3 moments in a lesson High-leverage Instructional strategies and practices Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: 4/3 Level 4: Demonstrate Rationale: 4/3 Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Overall ELA proficiency is low. Students who are not proficient in ELA will continue to fall behind because reading knowledge builds upon previous understanding. The following are the percent of students at Edwards ES above the 60th percentile on the 2025 Spring MAP assessment (60th percentile most closely aligns with proficiency): K - 23%, 1st - 31%, 2nd - 32%, 3rd - 19%, 4th - 23%, 5th - 30%. Critical Root Cause: School-wide, Differentiated Tier I is not purposefully planned with flexible groups aligned with HMH.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: The percent of professional learning communities (PLCs) where planning for instruction to include Plan, Analyze, and Respond to student needs is discussed will increase Differentiation: 6% (Spring 2025) to 25% (Spring 2026), Scaffolding: 18% (Spring 2025) to 25% (Spring 2026) from SY as measured by Focus Ed/Focal Point.

Formative Measures: Focus Ed/Focal Point

Aligns with District Goal

Improvement Strategy 1 Details				Reviews										
Improvement Strategy 1: Teachers will continue to purposefully plan and execute differentiated Tier I instruction based on formative data. Meetings will occur at least monthly to create fluid groups. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Professional Development PLC Planning Walkthrough: Staff, Admin, Leadership team</td><td>Administration Teachers</td><td>Ongoing throughout the year School wide Assessment/Meeting Calendar is provided to staff Monthly walkthroughs</td></tr></table> Position Responsible: Administration, Teachers Resources Needed: PLC observation tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: 4/3 Level 4: Demonstrate Rationale: 4/3 Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Professional Development PLC Planning Walkthrough: Staff, Admin, Leadership team	Administration Teachers	Ongoing throughout the year School wide Assessment/Meeting Calendar is provided to staff Monthly walkthroughs	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Professional Development PLC Planning Walkthrough: Staff, Admin, Leadership team	Administration Teachers	Ongoing throughout the year School wide Assessment/Meeting Calendar is provided to staff Monthly walkthroughs							
				Oct	Feb	June								
No review	No review													

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: There is a lack of understanding around high-leverage instructional strategies, specifically when, where, and why a strategy should be chosen.	Critical
Root Cause: Teachers struggle with how to respond in the moment when a student doesn't understand a concept or skill.	

Inquiry Area 3: Connectedness

SMART Goal 1: Decrease the number of chronically absent students from 21% in Spring 2024 to 15% by March 2026. (Data excludes MDP: NSPF Rules)

Formative Measures: FocusEd

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Utilize the Attendance Roles and Responsibilities chart to ensure clear communication among teachers, parents, office staff, and administration.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Consistently record morning and afternoon attendance	Administration Office staff Boys town/School Counselor Teachers	3, 6, 9, 12 absences for students			
2	Notify the office when consecutive absences reach 3 or more	Boys town/School Counselor Teachers				
3	Request parent conference Call parent regarding 4 or more tardies	Teachers				
4	Call home after 3 or more consecutive absences	Administration Office staff Boys town/School Counselor				
5	Schedule a meeting with the administration	Office staff Boys town/School Counselor				
6	Conduct parent meetings to communicate attendance	Administration Office staff Boys town/School Counselor				
7	Explain the impact on learning	Administration Boys town/School Counselor				
8	Remove barriers to regular attendance	Administration Boys town/School Counselor				
9	Connect students and families to wrap around services: Boys Town Initiate the CCF-731: Retention checklist	Administration Office staff Boys town/School Counselor Teachers				
Position Responsible: Administration, Office Staff, Boys town/School Counselor, Teachers Resources Needed: PEF: Family Engagement Class Resources Boys Town: Common Sense Parenting Counselor Attendance officer for home visits Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: 4/3 Level 4: Demonstrate Rationale: 4/3 Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Families do not understand the educational impact that occurs when students are absent from school, specifically chronically absent. Critical Root Cause: Lack of students consistently attending school.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Please see the Comprehensive Needs Assessment detailed in this school performance plan. The process includes regular review and analysis of student performance data during staff meetings, Lead Team meetings, and professional learning communities that occur either weekly, bi-weekly, or monthly with staff.

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

Please see the Continuous Improvement Team table included in this plan. The Site-Based Committee at Edwards Elementary, composed of administration, teachers, paraprofessionals and parents, meets monthly to review the School Performance Plan and provide feedback for revisions. Additional input is collected through family surveys to ensure diverse perspectives are included in the planning process.

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

Per Nevada Revised Statutes (NRS).388G, school plans must be posted on both the District and school websites. Upon approval, the School Performance Plan (SPP: Roadmap) is posted following each Act in the Continuous Improvement Process. With 111 languages in our district, translation services are available upon request.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Our Title I funded major initiatives are designed to increase learning time and support a well-rounded education for all students. This includes the addition of two classroom teachers to reduce student-to-teacher ratios and maximize instructional time. A Boys Town School Support Specialist provides behavior support and social-emotional skill-building to create a safe, supportive learning environment. Extra duty pay for teachers allows us to offer extended-day academic interventions and enrichment opportunities beyond the regular school day. We also prioritize meaningful parent and family engagement through events and workshops that build strong school-home partnerships and support student success.

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

Please refer to the Equity Resource Supports table within each Inquiry Area to see challenges and solutions developed to ensure the needs of all students are considered and

addressed. Title I funded major initiatives include two class size reduction teachers to lower student-to teacher ratios and provide targeted small group instruction to improve proficiency in reading and math. Funding also supports extra duty licensed collaboration, allowing teacher to engage LETRS professional learning. Additionally, professional services through Boys Town School Support Specialists, who deliver wraparound services addressing the emotional, behavioral, and academic needs of at-risk students.

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

Parent involvement opportunities are provided before and after school as well as at the beginning of the school day immediately after drop off and at the end of the school day right before pick up to make it easier for parents. In addition when after school events are offered we adjust the times to ensure families can attend based on work schedules.

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

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4,535,532.18	Staffing (Licensed and Support), general supplies, Boys Town School Support Specialist	Goal 3
At-Risk Weighted Allocation	\$115,060.38	Staffing(Licensed and Support)	Goal 1,2,3
EL Weighted Allocation	\$764,914.90	Staffing(Licensed and Support), Reading skills Center, Pre K	Goal 1,2,3
General Carry Forward	\$1,061,409.92	Staffing(Licensed and Support)	Goal 1,2,3
At-Risk Weighted Carry Forward	\$235,505.43	Staffing(Licensed and Support)	Goal 1,2,3
EL Weighted Carry Forward	\$308,068.85	Staffing(Licensed and Support), Reading skills Center, Pre K	Goal 1,2,3
Title IA	\$290,472.00	Staffing(Licensed and Support)	Goal 1,2,3

School Continuous Improvement Team

Team Role	Name	Position
Support Staff	Pam Wells	Office Manager
Community Member	Larry Agunday	Parent
Teacher	Marilee Taylor	Teacher (Specialist)
Teacher	Sheilah Ingram	Teacher (SPED)
Teacher	Tania Rodriguez	Grade Level (5)
Community Member	Kayleigh Garcia	Parent
Teacher	Marie Saulnier	RB3
Teacher	Audrey Heintz	Grade Level (1)
Teacher	Jennifer Couvillier	LLS
Support Staff	Sharon Ellis	Instructional Assistant
CI Team Co Lead	Christine Savino	Assistant Principal
CI Team Co Lead	Emily Petosa	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Parent Café hosted by School Counselor and Boys Town Support Specialist	9/26/2024, 10/24/2024,,11/21/2024,1/30/2025,2/27/2025,3/27/2025	Many families were unaware of how chronic absenteeism impacts academic success. These conversations led to improved communication strategies and more consistent family engagement.