

Clark County School District

Iverson, Mervin R. ES

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I

Mission Statement

Growing and learning on purpose.

Vision

Growing and learning on purpose.

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/mervin_iverson_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Mathematics- 77% of Asian students, 66% of African American students, and 60% of Hispanic students met their growth goal.

Reading- 58% of African American students met their growth goal. IEP students had the same percent of students who met their growth goal compared to students without an IEP. LEP students were 1% higher in meeting their growth goals.

Student Success Areas for Growth

Reading- Increasing all sections on the initial achievement band to have a median student growth percentile of at least the 60 percentile.

Student Success Equity Resource Supports

uent school

Student Group	Challenge	Solution
English Learners	Limited vocabulary and comprehension skills. Long-term students are not making the same growth as newer ELL students.	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff using sentence frames, frontloading vocabulary, and discourse strategies.
Foster/Homeless	Frequent school changes, emotional trauma, and possibly limited parental support.	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff. The school behavior strategist and Teacher/Family assistant will implement wrap-around services to increase attendance and/or provide evidence-based programs targeted to at-risk youth.

Student Group	Challenge	Solution
Free and Reduced Lunch	Limited vocabulary and comprehension skills due to limited resources at home. Chronic absenteeism	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.
Migrant/Title1-C Eligible	Limited vocabulary and comprehension skills. Missing gaps of enrollment Emotional and social stress due to transition in multiple schools, new language and location of living area	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff. The behavior strategist will implement wrap around services as needed.
Racial/Ethnic Minorities	Implicit bias and expectations. Limited resources like tutoring.	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff.
Students with IEPs	Need for additional time, tutoring, reading fluency is significantly below average compared to peers in general education	Students will have opportunities to work in differentiated small-groups with classroom teachers and/or trained support staff with appropriate accommodations and modifications to support student's needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 25% of Long Term LEP students met their growth goal in math. Students in the initial achievement bands from 0% to 40% were below the 40th percentile in reading.

Critical Root Cause: Majority of students are not participating in opportunities for extended productive discourse related to the standard. New reading and phonics curriculum: pacing does not align with the recommended time frames, teachers were not able to get through all the reading modules Not all subgroups have the appropriate instructional support for Tier III instruction.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percentage of students meeting or exceeding the established growth target in math from 59% 2025 (spring) to 64% (spring) by 2026, and reading from 43% 2025 (spring) to 48% (spring) by 2026, as measured by the MAP(r) Growth Assessments.

Formative Measures: MAP Growth reading and math

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teachers will implement consistent Tier I instruction that meets the expectations of the Teaching and Learning Cycle observed.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	All licensed staff attend and implement professional learning at the District and school level	Administration, learning strategist, and teachers	2025-2026 school year			
2	Administration completes classroom observations	Administration	2025-2026 school year			
3	Provide feedback and next steps for licensed staff including additional professional learning on Staff Development days	Administration	2025-2026 school year			
4	Provide model lessons for teachers	Administration and learning strategist	2025-2026 school year			
5	HMH training refresher for staff	Administration and learning strategist	2025-2026 school year			
6	Peer observations	Administration, learning strategist, and teachers	2025-2026 school year			
Position Responsible: Administration Resources Needed: Literacy and math specialist Instructional Frameworks Teaching and Learning Cycle documents Pacing Guides Tier I program teacher's edition and online access Teacher Clarity Guides Learning Progression of Standards Exact Path Reading and Math Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Core Program Level 2: Moderate: HMH Into Reading Level 3: Promising: enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Student Success 1						
Improvement Strategy 2 Details				Reviews		

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Provide school-wide intervention and enrichment for reading and mathematics.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Promote after school math professional learning offered by K-12 Mathematics Department and RPDP.	Administration and learning strategist	2025-2026 school year			
2	Provide professional learning and classroom support.	Administration and learning strategist	2025-2026 school year			
3	Provide pacing guidelines during instruction to ensure adequate pacing.	Administration and learning strategist	2025-2026 school year			
4	Teacher observations and feedback.	Administration and learning strategist	2025-2026 school year			
5	Develop intervention protocols for differentiated instruction to support ELL students in vocabulary and discourse.	Administration and learning strategist	2025-2026 school year			
6	Implement intervention protocols to support ELL students	Teachers	2025-2026 school year			
7	Provides RACE strategy support for comprehension and vocabulary.	Learning strategist	2025-2026 school year			
8	Implement RACE strategies for comprehension and vocabulary.	Teachers	2025-2026 school year			
9	Professional Learning on programs (Phonics Lesson Library and Exact Path).	Administration and learning strategist	2025-2026 school year			
10	Conversations about specific WIN support during PLC and/or DataTalks.	Teachers, administration, and learning strategist	2025-2026 school year			
11	FastBridge Benchmark assessment three times a year.	Teachers	2025-2026 school year			
12	Newcomer support.	Teachers and learning strategist	2025-2026 school year			
Position Responsible: Administration Resources Needed: Teacher's Guide and online resources for 95 Phonics Intervention and enVision's intervention. A Guide to Rigor in Mathematics. CCSS Where to Focus Mathematics from Student Achievement Partners. Weekly Wire for professional learning offered in ELMS. Manipulatives for reading and mathematics. Placement guidelines for phonics or comprehension/vocabulary groups.						

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: 95 Phonics Intervention Program, Lexia Level 3: Promising: enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Student Success 1			
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Adult Learning Culture

Adult Learning Culture Areas of Strength

*Grade levels met on average 11 times during the 2024-2025 school year to Analyze and Respond to Instruction.
Reading- Walkthrough data: All K-5 classrooms teach intervention and core subjects*

Adult Learning Culture Areas for Growth

Administration uses PLC Observation Tool to ensure all components of the teaching and learning cycle occur.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need more planning time for additional vocabulary and comprehension support.	During PLC, teachers plan opportunities to edit questions and/or activities to meet the diverse classroom. Teachers plan strategic strategies to ensure students have opportunities for discourse, scaffolding, and supports for vocabulary.
Foster/Homeless	Need additional support for emotional trauma and gaps in education.	During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The behavior strategist will provide ongoing support and monitor students.

Student Group	Challenge	Solution
Free and Reduced Lunch	Need more planning time for additional vocabulary and comprehension support. Chronically absent	During PLC, develop a plan for remediation and acceleration for Tier I, II and/or III. The counselor and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students.
Migrant/Title1-C Eligible	Need additional support for emotional trauma and gaps in education.	During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who are making growth or not excelling.
Racial/Ethnic Minorities	Implicit bias and expectations. Limited resources like tutoring.	During PLC, teachers plan opportunities to edit questions and/or activities to meet the diverse classroom demographics. Plan strategic groupings to ensure each group is diverse.
Students with IEPs	Need for additional time for support, reading fluency is significantly below average compared to peers in general education.	During PLC, teachers will have the opportunity to discuss and share effective strategies to support all learners and ask questions about students who need remediation and acceleration. Teachers access IEPs to ensure strategies are used to scaffold instruction. The resource teacher participates in the PLC meetings to analyze data, determine needs, and plan effective instruction and support.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In reading, all deciles, except the 60 percentile decile made growth below the 49th percentile in growth. Some grade levels did not meet as often as other grade levels to Analyze and Respond to Instruction.

Critical Root Cause: PLC meetings are structured as grade level meetings. PLCs need systems and structures in place across all grades. Norms are not set and expectations are not consistent for curriculum and instruction across the school. Instructional tasks assigned to students are below the rigor expected by the standard. Lack of follow through after profession learning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of grade levels using common formative and summative assessment data to inform instruction and monitor students' learning from four at the end of semester 1 to eight at the end of semester 2, as measured by PLC observations

Formative Measures: PLC spreadsheet

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Administration intentionally supports PLC meetings.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Set up and complete classroom observations in all Kindergarten through Grade 5 classrooms.	Administration	2025-2026 school year			
2	Schedule out PLCs for Kindergarten through Grade 5.	Teachers	2025-2026 school year			
3	Attend grade level PLC's in all Kindergarten through Grade 5.	Administration	2025-2026 school year			
4	Determine "Look Fors" and appropriate pacing in each grade level.	Administration	2025-2026 school year			
5	Identify areas of strengths and areas of growth based on observation data from walk throughs and PLC's.	Teachers, Administration, and learning strategist	2025-2026 school year			
6	Provide targeted feedback to specific grade levels and professional learning.	Administration	2025-2026 school year			
7	Complete follow-up observations and compare results. Professional learning on high-leverage strategies.	Administration	2025-2026 school year			
Position Responsible: Administration Resources Needed: Tier I curriculum materials Pacing Guides Teacher Clarity Spiraling document Vertical Alignment document Teaching and Learning Cycle PLC Plan Template "Look Fors" document with pacing guidelines for math and reading Elementary Mathematics Framework Savvas, HMH, and CCSD professional learning: live sessions or playbacks Elementary Literacy Framework						

Student language domain proficiency levels Common Assessments PLC Observation Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Professional Learning Communities (PLC) Problem Statements/Critical Root Cause: Adult Learning Culture 1	No review	No review	
Improvement Strategy 2 Details	Reviews		
Improvement Strategy 2: Provide professional learning for all classroom teachers on effective PLCs following a common, schoolwide structure.	Status Check	EOY Reflection	

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning on how to have effective PLCs on Friday mornings, on Staff Development Days, and/or during common planning time.	Administration and learning strategist	2025-2026 school year
2	Setting norms and expectations.	Grade level chair	2025-2026 school year
3	Calendar out professional learning	Administration and learning strategist	2025-2026 school year
4	Create a Focus on Learning Facilitate data-driven conversations using formative assessments for reading and math.	Administration	2025-2026 school year
5	Update PLC procedures based on updates from the Teaching and Learning Cycle Long-range planning and daily planning for reading and math.	Administration	2025-2026 school year
6	Develop next steps for students who do not pick up skills in reading and math.	Administration	2025-2026 school year
7	Professional learning on high-leverage strategies.	Teachers, administration, and learning strategist	2025-2026 school year

Position Responsible: Administration

Resources Needed: Building a Professional Learning Community at Work

Teaching and Learning Cycle

PLC Plan Template

Learning by Doing

Common grade-level assessments

District MTSS resources

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 2: Moderate: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Oct	Feb	June
No review	No review	

Connectedness

Connectedness Areas of Strength

Reduced from 23.3% to 16.7% and from 16.3% to 10.8% with MDP excluded for chronically absent.

Connectedness Areas for Growth

Kindergarten, 13.9%, Grade 1, 17.4% with MDP excluded, Black, 20% with MDP excluded,, and Two or more races, 20.9% with MDP excluded have the highest percent of chronically absent students.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Parents may not fully understand school communications, policies, and/or the importance of regular attendance. Parents may not prioritize attendance or expect their child to attend daily	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist will provide ongoing support with social emotional learning. The Teacher/Family assistant will communicate and build relationships with families and have incentives.
Foster/Homeless	Lack of transportation, unstable housing, unmet basic needs, emotional support not met for individual students	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist will provide ongoing support with social emotional learning. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions. Determine needs for transportation.

Student Group	Challenge	Solution
Free and Reduced Lunch	Poverty-related stress, lack of transportation decline in health and/or limited health care	Administration sets up after school care with SafeKey or Hollywood Recreation Center. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group, wrap around services, communicate with families regarding telemedicine, and attendance incentives. Restorative practices and MTSS interventions.
Migrant/Title1-C Eligible	Frequent school changes, emotional trauma, lack of transportation, and language barrier	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group, incentives, and offer wrap around services. Restorative practices and MTSS interventions.
Racial/Ethnic Minorities	Schools may not recognize diverse cultural norms or communication styles which could lead to implicit bias and expectations Language barriers for some groups	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions.

Student Group	Challenge	Solution
Students with IEPs	Anxiety, lack of proper accommodations, and additional doctor appointments	The behavior strategist and Teacher/Family assistant will provide ongoing support with social emotional learning and attendance and monitor students. The Teacher/Family assistant monitors attendance and does home visits for students who are at-risk of becoming chronically absent. The behavior strategist and/or Teacher/Family assistant will offer a Lunch Bunch group and incentives. Restorative practices and MTSS interventions.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): During the 2024-2025 school year, Iverson Elementary School had a chronic absenteeism rate of 16.7% and 10.8% with MDP excluded After 180 days of school, with MDP excluded, 20% of Black students, 20.9% of two or more races, and 17.4% of Grade 1 students are chronically absent. 20 students have 30 or more absences with MDP excluded .

Critical Root Cause: Classroom expectations vary across classrooms. Set guidelines of parent communication is not consistent throughout the school. Some families with a high rate of absences decline services.

Inquiry Area 3: Connectedness

SMART Goal 1: The school goal is to decrease chronic absenteeism by 3.2 percentage points from 16.7% in 2025 to 13.5% in 2026 as measured by the NSPF. The goal with MDP excluded is 10.8% to 7.6%.

Formative Measures: District FocusED Chronic Absenteeism dashboard

Aligns with District Goal

Improvement Strategy 1 Details	Reviews	
Improvement Strategy 1: Implement attendance intervention process (Absenteeism and Truancy: Interventions and Universal Procedures (ATI-UP)	Status Check	EOY Reflection

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop process "Student Attendance Support" to include: Update parent contact in Infinite Campus.	Teachers, office staff, and Teacher/Family Assistant	2025-2026 school year
2	Develop process "Student Attendance Support" to include: Letters and phone calls to students missing consecutive days.	Office staff and Teacher/Family Assistant	2025-2026 school year
3	Set up interventions.	Administration, Student Success Team, and Teacher/Family Assistant	2025-2026 school year
4	Text message "nudge reports", home visits, incentives, Beat the Bell,	Student Success Team	2025-2026 school year
5	Share out newly added systems and structures regarding attendance from the Student Success Team during Staff Meetings and SOT.	Administration	2025-2026 school year
6	Progress reports monthly	Teacher/Family Assistant	2025-2026 school year
7	Conduct parent conferences with families on trend to chronically absent	Administration and Teacher/Family Assistant	2025-2026 school year
8	Refer students to the Truancy Prevention Outreach Program, Educational Neglect, and Child Protective Services as needed.	Clerk	2025-2026 school year
9	Utilize PBIS interventions.	Teachers and Teacher/Family Assistant	2025-2026 school year
10	Create and maintain a tracking system of effective and ineffective strategies. Adjust the plan as needed.	Administration	2025-2026 school year
11	Involve the PTA for feedback and plan to help address the parents regarding attendance.	Administration	2025-2026 school year

Position Responsible: Administration

Resources Needed: Infinite Campus

School vehicle

Oct	Feb	June
No review	No review	

Doctor's notes/absent notes Phone Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Absenteeism and Truancy: Interventions and Universal Procedures Problem Statements/Critical Root Cause: Connectedness 1						
Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.				Status Check		EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Oct	Feb	June
1	Finalize PBIS elements.	School safety team	2025-2026 school year			
2	Update behavior management plan.	School safety team	2025-2026 school year			
3	During staff meeting(s), share "Eagle Essentials" and behavior management plan.	Administration	2025-2026 school year			
4	During lunches, share the "Eagle Essentials" presentation with students.	Administration	2025-2026 school year			
5	Provide intervention supports.	Administration and behavior strategist	2025-2026 school year			
6	Support students with PBIS.	All staff	2025-2026 school year			
7	Coaching and mentoring on classroom management as needed for teachers.	Administration and learning strategist	2025-2026 school year			
8	Reinforce the school-wide behavior management plan.	All staff	2025-2026 school year			
9	Norms in specials with points.	Specialist	2025-2026 school year			
10	Model behavior norms.	All staff	2025-2026 school year			
11	Have status checks across different departments.	Administration	2025-2026 school year			

Action #	Actions for Implementation	Person(s) Responsible	Timeline
12	Dedicate a staff meeting for teachers to complete the survey and show previous years results.	Administration	2025-2026 school year

Position Responsible: Administration
Resources Needed: Research other elementary schools' behavior plans.
 CCSD School Counseling website
 PBIS

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

Evidence Level
 Level 1: Strong: PBIS

Problem Statements/Critical Root Cause: Connectedness 1

No review	No review	
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Priority Problem Statements

Problem Statement 1: 25% of Long Term LEP students met their growth goal in math. Students in the initial achievement bands from 0% to 40% were below the 40th percentile in reading.

Critical Root Cause 1: Majority of students are not participating in opportunities for extended productive discourse related to the standard. New reading and phonics curriculum: pacing does not align with the recommended time frames, teachers were not able to get through all the reading modules Not all subgroups have the appropriate instructional support for Tier III instruction.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In reading, all deciles, except the 60 percentile decile made growth below the 49th percentile in growth. Some grade levels did not meet as often as other grade levels to Analyze and Respond to Instruction.

Critical Root Cause 2: PLC meetings are structured as grade level meetings. PLCs need systems and structures in place across all grades. Norms are not set and expectations are not consistent for curriculum and instruction across the school. Instructional tasks assigned to students are below the rigor expected by the standard. Lack of follow through after profession learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: During the 2024-2025 school year, Iverson Elementary School had a chronic absenteeism rate of 16.7% and 10.8% with MDP excluded After 180 days of school, with MDP excluded, 20% of Black students, 20.9% of two or more races, and 17.4% of Grade 1 students are chronically absent. 20 students have 30 or more absences with MDP excluded .

Critical Root Cause 3: Classroom expectations vary across classrooms. Set guidelines of parent communication is not consistent throughout the school. Some families with a high rate of absences decline services.

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 Science
- Curriculum Based Measures
- 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

Adult Learning Culture

- Budgets/entitlements and expenditures data
- Coaching Logs
- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other
 - MAP Growth Report
 - Professional Learning Communities (PLC) Observation Tool

Connectedness

- Attendance
- Community surveys and/or other feedback
- Enrollment

- Enrollment trends
- Gifted and talented data
- Home Visits
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The leadership team examined student achievement data, observation trends, program effectiveness to identify needs. After needs were determined, the team analyzed data and prioritized needs to develop action steps to best meet the needs of Iverson students.

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

The Site-Based Committee, which includes staff and parents, meets in the fall to review the plan, provide feedback, and make revisions. The School Organizational Team also reviews the plan and provides feedback that is shared with the Site-Based Team for review.

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 school uses Title I funds strategically to support student achievement through increased learning time with reduced class sizes, extended learning opportunities, and increased teacher collaboration.

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.

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

Our school is committed to building strong home-school partnerships by offering a flexible schedule of parent involvement events designed to accommodate the needs of all families. We provide at least five family events throughout the year. After-school sessions for parents who can attend immediately following dismissal and evening events for working parents who need more time to arrive after work. These events include curriculum nights, parent-teacher conferences, and family engagement activities.

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

N/A

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,975,372	Licensed staff Support staff Extended school day General supplies	Student Success, Adult Learning Culture, Connectedness
At-Risk Weighted Allocation	\$ 153,414	Class-size reduction teachers Licensed Extra-duty pay	
EL Weighted Allocation	\$ 355,848	Class-size reduction teachers Licensed Extra-duty pay	Student Success, Adult Learning Culture, Connectedness
General Carry Forward	\$ 200,00	Class-size reduction teachers Licensed Extra-duty pay	
At-Risk Weighted Carry Forward	\$ 50,000	Class-size reduction teachers Licensed Extra-duty pay	Student Success, Adult Learning Culture, Connectedness
EL Weighted Carry Forward	\$100,00	Class-size reduction teachers Licensed Extra-duty pay	
Title I	\$ 288,420	Class-size Reduction Teachers Collaboration for Teachers	Student Success

Continuous Improvement Team

Team Role	Name	Position
Teacher	Ashley Langton	Kinder Teacher
Parent	Janelle McMahon	Parent
Parent	Carrie Bowden	Parent
Paraprofessional	Cindy Froman	Clerk
Teacher	Kaylene Henderson	Grade 3 Teacher
Teacher	Larisha Patterson	Humanities
Teacher	Amy Sequeira	Grade 2 Teacher
Teacher	Amanda Benavidez	RBG3 strategist
CI Team Lead	Victoria Watkis	Assistant Principal
Required	Kent Sabo	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Night	8/21/25	
SOT	8/22/25	Involve families with family engagement discussion stems through Parent Square