

# **Clark County School District**

## **Williams, Tom ES**

### **2025-2026 School Improvement Plan**

Title I, ATSI, AB219



# Mission Statement

Developing leaders and learners for a successful future.

# Vision

Developing leaders and learners for a successful future.

# 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/tom\\_williams\\_elementary\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/tom_williams_elementary_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

According to the Math MAP Growth Achievement Percentile Distributions report in Focus ED:

Decreased the number of students in the 0-40th percentile from 60.83% in the Spring of 2023-2024 to 58.22% in the Spring of 2024-2025.

Increased the number of students in the 41st-69th percentile from 22.79% in the Spring of 2023-2024 to 23.56% in the Spring of 2024-2025.

Increased the number of students in the 70th-100th percentile from 16.38% in the Spring of 2023-2024 to 18.22% in the Spring of 2024-2025.

### Student Success Areas for Growth

This analysis of the Spring 2024-2025 MAP data at the 61st percentile reveals that a significant majority of students (77.6% overall) are performing below this benchmark. Reading performance (19% at or above 61st percentile) is slightly lower than Mathematics (25%). The most significant area for growth is to increase the percentage of students performing at or above the 61st percentile across all subjects by providing targeted instruction throughout all Tiers.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	AB 219 Data Reviewed ELL ELA Proficiency: 10.5% ELL Math Proficiency: 4.8% ELL WIDA Met AGP: 37%	Collaborate with Language Learning Strategist (LLS) and RBG3 Strategist to ensure classroom support (EL strategies/Zoom) prek-3 experience growth towards ELA proficiency as measured by a variety of assessments. The team will utilize WIDA data and indicators to plan for professional learning. Utilization of the strategies presented in the ULD training. Title III money will be utilized to fund CTT's to support Tier 2 instruction during grade-level intervention blocks.

AB 219 Student Success Root Causes: As evidenced by SBAC and WIDA assessments, the problem is that English language learners are performing in the bottom 30th percentile in the state. A root cause of low performance of English language learners in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.

AB 219 Student Success Goals:

Mathematics Summative Assessment

Increase the percentage of ELLs proficient in Math from 4.8% to 9.8% by 2025, as measured by SBAC Math.

Language Arts Summative Assessment

Increase the percentage of ELLs proficient in ELA from 10.5% to 15.5% by 2025, as measured by SBAC ELA.

Language Summative Assessment

Tom Williams ES will increase the percentage of ELLs meeting AGP, as measured by ACCESS, from 37.2% to 42.2% by May 2025.

AB 219 Student Success Improvement Strategy: HMH, Into Reading and 95 Phonics Core Program

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH, 4 and 95 Phonics Core, 1

AB 219 Student Success Action:

Action Step [1]: Teachers will attend professional learning on best practices for instruction as identified through instructional rounds (including: discourse structures, aligning tasks to standards, engagement strategies, Core content curriculum etc...) as a means of raising the level of academic rigor among EL learners. (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).

Monitoring Plan: Professional learning will be provided at least three times per academic year, based on observation data.

Person Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists

Action Step [2]: Admin will conduct classroom observations and instructional rounds to monitor how and when teachers are implementing best practices for instruction that support language development using Core content curriculum. For example, students participating in grade level extended academic discourse on a daily basis (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).

Monitoring Plan: Tom Williams ES administration, leadership team, and/or ELLD Coordinator will conduct a minimum of monthly observations and/or instructional rounds.

Person Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists

Action Step [3]: Administration and/or learning strategists will provide coaching and feedback on instructional practices following observations and instructional rounds (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).

Monitoring Plan: Tom Williams ES administration and leadership team will provide feedback on observations and/or instructional rounds at a minimum monthly.

Person Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists

Action Step [4]: Measures of Academic Progress (MAP) Growth Assessment Data will be used to monitor the impact of the implemented strategies on student learning and achievement (Responsible: Tom Williams ES Administrators, ELLD Coordinator, and Learning Strategists).

Monitoring Plan: MAP data analysis will occur three times per year at the conclusion of each testing window (fall, winter, and spring).

Person Responsible: Tom Williams ES Administrators, ELLD Coordinator, teachers, and Learning Strategists

#### AB 219 Student Success Professional Learning

Professional Learning: Teachers will need additional professional learning on the implementation of HMH and 95 Phonics Core Program to support high-quality instruction to meet the needs of all EL learners.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	A root cause of low performance of Foster/Homeless students in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Counselor, CIS, SEL strategist, Impact, and Safe Schools Professional will collaborate with the classroom teacher and work with families to support their academic learning. Students will be supported with services and resources as needed to ensure they have what they need (Caresolace, The Harbor, transportation, clothing, supplies, food, etc).
<b>Free and Reduced Lunch</b>	A root cause of low performance of Free and Reduced Lunch students in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Counselor, CIS, SEL strategist, Impact, and Safe Schools Professional will collaborate with teachers, students, and families to provide wrap-around services as needed.
<b>Racial/Ethnic Minorities</b>	A root cause of low performance of Racial/Ethnic minority students in language proficiency and content achievement is due to students lacking consistent opportunities throughout the day for extended discourse on grade-level content. Students need opportunities to be engaged with discourse aligned with the standards in Tier I instructional materials.	Staff will collaborate to review data for racial/ethnic student groups.
<b>Students with IEPs</b>	A root cause of low performance for students with IEPs in accessing grade-level content is due to inconsistent opportunities for meaningful participation in grade-level discourse and Tier I instruction. Students need regular access to inclusive learning environments where specially designed instruction and collaborative support from general education and special education staff allow them to engage in academic conversations and tasks aligned to grade-level standards.	Collaborate with SEIF, Counselor, Special Ed, and Gen Ed teachers to understand grade-level NVACS as well as inclusive practices across the Special Education continuum through the use of Special Education PLCs and collaboration with inclusion teachers.

## Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** 15.4% of all students are proficient in Math on the 23-24 SBAC assessment according to 23-24 in FocusEd 29.2% of all students are proficient in ELA on the 23-24 SBAC assessment according to 23-24 in FocusEd

**Critical Root Cause:** The lack of consistent implementation of the NVACS continues to impact student achievement. Teachers are still working to fully implement the new Tier I and Tier II curricula (HMH and Core Knowledge Language Arts/95%). Additionally, there is a lack of intentional planning for student engagement opportunities, purposeful differentiated instruction, and structured small group instruction to meet diverse learning needs. Social-emotional learning and student behavior challenges also contribute to barriers in accessing grade-level content and maintaining a consistent instructional environment.



# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Our dedicated staff consistently demonstrates a high level of professionalism, 100% actively collaborate in PLCs, and maintain a low absenteeism and 95% retention rate, coupled with our consistent grade-level teams, significantly contributes to our positive school environment and student success.

## Adult Learning Culture Areas for Growth

This analysis of the Spring 2024-2025 MAP data at the 61st percentile reveals that a significant majority of students (77.6% overall) are performing below this benchmark. Reading performance (19% at or above 61st percentile) is slightly lower than Mathematics (25%). The most significant area for growth is to increase the percentage of students performing at or above the 61st percentile across all subjects by providing targeted instruction throughout all Tiers. To improve in this area we will utilize PLC to improve teacher pedagogy around engagement and instructional delivery.

Classroom management structures that support a productive learning environment; Instructional tasks not consistently aligned to grade-level standards or reflective of rigorous Tier I instruction; Limited intentional planning for student engagement strategies that promote discourse, collaboration, and active participation.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	AB 219 Data Reviewed	Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
	Observation data	AB 219 Adult Learning Culture Improvement Strategy: Tom Williams ES will continue to refine PLC structures to ensure rigorous Tier 1 instruction and teacher pedagogy designed to provide access to Core content for EL learners.
	Teacher evaluations	
	PLC meetings	
	AB 219 Adult Learning Culture Root Causes: As	AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2

**English Learners**

evidenced by classroom and PLC observation data, the problem is that teachers lack time to unwrap standards, collaborate with their grade levels to analyze multiple measures of data, and plan for high-quality Tier 1 and Tier 2 instruction for EL learners. A root cause of the low performance of English language learners in language proficiency and content achievement is due to teachers' lack of time to unwrap standards, collaborate with their grade levels to analyze multiple measures of data and plan for high-quality Tier 1 and Tier 2 instruction. The lack of understanding of vertical alignment, rigor/tasks aligned to standards, and grade level expectations (NVACS). Teachers must scaffold and provide skill-gap support while also providing enrichment for the students who have already demonstrated mastery of grade level standards. Understanding the benefits and components of PLCs. Students need teachers who are familiar with the curriculum and best practices for planning and instruction.

AB 219 Adult Learning Culture Goal:

Professional Learning and Collaboration

Teachers will increase the number of PLC meetings analyzing data from 25% to 50% by May 2025 as measured by the master calendar and PLC meeting notes and observations.

AB 219 Adult Learning Culture Action:

Action Step [1]: Administrators will provide PLC and collaboration time for teachers to analyze data and purposefully plan for Tier 1 and Tier 2 instruction.

Monitoring Plan: Weekly as outlined by the master calendar.

Person Responsible: Administrators

Action Step [2]: Administrators and staff will use multiple data sources (focusEd, MAP, WIDA, STAR, FLS, Common Grade Level formative and summative assessments, etc...) to identify students in need of differentiation, acceleration, and or reteaching to close skill gaps.

Monitoring Plan: Bi-monthly as indicated on PLC agendas.

Person Responsible: Teachers, Administrators, and learning strategists

AB 219 Student Success Professional Learning

Professional Learning for: Teachers will need additional professional learning on how to plan for incorporating accountable talk strategies into district Tier I and Tier II curriculum EL learners. Additionally, teachers will need professional learning on how to plan for incorporating engagement strategies into the Tier I and Tier II curriculum for EL learners.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
<b>Free and Reduced Lunch</b>	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier 1 and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
<b>Racial/Ethnic Minorities</b>	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies that promote deeper access to grade-level standards. While instructional materials are being used, planning often lacks the depth needed to fully address the rigor of the standards and provide scaffolded, language-rich support for students.	Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.
<b>Students with IEPs</b>	Although teachers have collaborative planning time, it has not been consistently utilized to plan intentional engagement strategies and specially designed instruction that support students with IEPs in accessing grade-level standards. While instructional materials are being used, planning often lacks the depth and differentiation needed to fully address individual student needs and provide scaffolded, language-rich support within inclusive settings.	Students will be provided language-rich scaffolded support in Tier I and Tier 2 instruction. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Teachers have allocated planning time but need to more effectively use curriculum resources to intentionally plan for student engagement strategies, rigorous questioning, discourse opportunities, and differentiated small group instruction that meets diverse learner needs within Tier 1 and Tier 2 instruction.

**Critical Root Cause:** Lack of effective utilization of curriculum resources for purposeful planning that integrates student engagement strategies, rigorous questioning, and opportunities for academic discourse. There is also a need to intentionally plan for differentiating instruction through small groups to address diverse learner needs, including scaffolding for skill gaps and enrichment for students demonstrating mastery. Additionally, ongoing development of collaborative practices within PLCs is essential to support this instructional planning and implementation.

# Connectedness

## Connectedness Areas of Strength

Chronic absenteeism decreased from 38% 22-23, to 24% in 23-24, to 23% in 24-25 according to the Chronic Absenteeism Rates on the NSPF portal.

## Connectedness Areas for Growth

Continue to decrease the number of chronically absent students in 25-26 to the rate of 17%.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
	<p>AB 219 Data Reviewed</p> <p>Chronic Absenteeism</p> <p>AB 219 Connectedness Root Causes: As evidenced by data in FocusEd and Infinite Campus the problem is that 21.7% of students at Tom Williams were chronically absent according to 2023-2024 FocusEd data. A root cause of the low performance of English language learners in language proficiency and content achievement is due to a lack of parental awareness of</p>	<p>The school will provide a culturally inclusive and welcoming school environment that recognizes and respects the diverse backgrounds of English language students and their families. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics, behavior, and attendance. This will be observed through instructional rounds, classroom observations, and monitoring school-wide attendance data. Support for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.</p> <p>AB 219 Connectedness Improvement Strategy: (A.) The school support team will clearly outline attendance expectations for all families. (B.) Communities in Schools staff will send letters out monthly to notify parents of students who are currently chronically absent. Administrators will provide support to staff to ensure attendance is monitored and systems are being implemented. (C.) Attendance meetings will be held to</p>

## English Learners

the impact of attendance on student performance. The lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to school. Students and parents/guardians need to be informed about the instructional impact of being chronically absent.

AB 219 Connectedness Goals:

Chronic Absenteeism/Behavior

Decrease chronic absenteeism from 19.5% as of 11/4/24 to 14.5% in 2024-2025 as measured on FocusEd.

educate and engage families about the impact of attendance on achievement and connect families with wraparound services.

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): CIS, 3 and Wraparound Services, 4

AB 219 Connectedness Action

Action Step [1]: The school support team will continue to review and refine systems for notifying parents of current attendance status. The administration will conduct attendance meetings with parents of students who are at risk of being chronically absent or are currently chronically absent.

Monitoring Plan: Attendance data will be analyzed weekly.

Person Responsible: Clerk, CIS, Administration, MTSS team

AB 219 Connectedness Professional Learning

Professional Learning for parents/guardians: through monthly Parent Meetings as provided by FACES, parents learn about the impact of chronic absenteeism.

Student Group	Challenge	Solution
<b>Foster/Homeless</b>	<p>Chronic absenteeism persists among some families year after year, often due to a combination of barriers including limited parent engagement, lack of resources, and concerns related to work obligations. Many parents face challenges in consistently bringing their children to school—even when students are only mildly ill—due to fears about leaving work or limited access to alternative care. These factors contribute to ongoing attendance challenges despite efforts to create a culturally inclusive and supportive school environment.</p>	<p>The school will coordinate with social workers, counselors, or other wrap-around services to provide assistance to students and families in need. The school will collaborate with community organizations to ensure students and families have transportation. We ensure the students have access to necessary school supplies, clothes, and other materials to support their academic engagement. The school counselor, social worker, and CIS will offer support to address the emotional and social needs of the students and their families. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time.</p> <p>Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.</p>
<b>Free and Reduced Lunch</b>	<p>Chronic absenteeism persists among some families year after year, often due to a combination of barriers including limited parent engagement, lack of resources, and concerns related to work obligations. Many parents face challenges in consistently bringing their children to school—even when students are only mildly ill—due to fears about leaving work or limited access to alternative care. These factors contribute to ongoing attendance challenges despite efforts to create a culturally inclusive and supportive school environment.</p>	<p>Students will be provided with free breakfast and lunch daily. Select students and families will also be provided with weekend food backpacks through a community partnership. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.</p>

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Chronic absenteeism persists among some families year after year, often due to a combination of barriers including limited parent engagement, lack of resources, and concerns related to work obligations. Many parents face challenges in consistently bringing their children to school—even when students are only mildly ill—due to fears about leaving work or limited access to alternative care. These factors contribute to ongoing attendance challenges despite efforts to create a culturally inclusive and supportive school environment.	Teachers will implement culturally responsive teaching strategies that recognize and value the cultural backgrounds and identities of all students. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics, behavior, and attendance. This will be observed through instructional rounds, classroom observations, and monitoring school-wide attendance data. Supports for these students will be included during planning time. Families who are not native English speakers will be provided a translation in their home language whenever possible. Paper versions of the family surveys will be provided in the front office.
Students with IEPs	Chronic absenteeism persists among some families year after year, often due to a combination of barriers including limited parent engagement, lack of resources, and concerns related to work obligations. Many parents face challenges in consistently bringing their children to school—even when students are only mildly ill—due to fears about leaving work or limited access to alternative care. These factors contribute to ongoing attendance challenges despite efforts to create a culturally inclusive and supportive school environment.	The school will involve the student, their family, and the IEP team in collaboratively planning to address areas of attendance concerns. Students will be provided language-rich scaffolded support in Tier I and Tier II instruction for academics and behavior. This will be observed through instructional rounds and classroom observations. Support for these students will be included during planning time. Families who are Spanish-speaking will be provided a translation in Spanish whenever possible. Paper versions of the family surveys will be provided in the front office.

### Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 23% of students at Tom Williams were chronically absent according to 2024-2025 FocusEd data.



**Critical Root Cause:** Lack of parental awareness of the impact of attendance on student performance. Lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to school.

# Priority Problem Statements

**Problem Statement 1:** 15.4% of all students are proficient in Math on the 23-24 SBAC assessment according to 23-24 in FocusEd 29.2% of all students are proficient in ELA on the 23-24 SBAC assessment according to 23-24 in FocusEd

**Critical Root Cause 1:** The lack of consistent implementation of the NVACS continues to impact student achievement. Teachers are still working to fully implement the new Tier I and Tier II curricula (HMH and Core Knowledge Language Arts/95%). Additionally, there is a lack of intentional planning for student engagement opportunities, purposeful differentiated instruction, and structured small group instruction to meet diverse learning needs. Social-emotional learning and student behavior challenges also contribute to barriers in accessing grade-level content and maintaining a consistent instructional environment.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Teachers have allocated planning time but need to more effectively use curriculum resources to intentionally plan for student engagement strategies, rigorous questioning, discourse opportunities, and differentiated small group instruction that meets diverse learner needs within Tier 1 and Tier 2 instruction.

**Critical Root Cause 2:** Lack of effective utilization of curriculum resources for purposeful planning that integrates student engagement strategies, rigorous questioning, and opportunities for academic discourse. There is also a need to intentionally plan for differentiating instruction through small groups to address diverse learner needs, including scaffolding for skill gaps and enrichment for students demonstrating mastery. Additionally, ongoing development of collaborative practices within PLCs is essential to support this instructional planning and implementation.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** 23% of students at Tom Williams were chronically absent according to 2024-2025 FocusEd data.

**Critical Root Cause 3:** Lack of parental awareness of the impact of attendance on student performance. Lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to 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
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
  - STAR, FastBridge, PSI, Focus Language Study, classroom observations, PLCs, math/ELA curriculum

## Adult Learning Culture

- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Study of best practices
- Teacher evaluation
- Walk-through data

## Connectedness

- Attendance
- Other
  - FocusEd, NSPF, Infinite Campus, teacher classroom data, staff meetings

# Inquiry Areas

## **Inquiry Area 1:** Student Success

**SMART Goal 1:** Increase the percentage of all students scoring above the 61st percentile in Math from 22% (spring 2024) to 28% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 12% (spring 2024) to 18% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in Math from 15.4% in 2024 to 20.4% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 4.8% in 2024 to 9.8% in 2025.

**Formative Measures:** MAP Growth Assessment

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews																														
<b>Improvement Strategy 1:</b> All students will be engaged in rigorous, standards based Tier 1 instruction aligned to NVAC standards. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating engagement strategies and opportunities for academic discourse.</td><td>Teachers</td><td>Daily</td></tr><tr><td>2</td><td>Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.</td><td>Teachers</td><td>Weekly</td></tr><tr><td>3</td><td>The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.</td><td>Administrators</td><td>Daily</td></tr><tr><td>4</td><td>Professional learning and targeted support based on monthly observations and instructional rounds will be provided to staff.</td><td>Administrators, teachers, strategists, district personnel</td><td>Monthly</td></tr><tr><td>5</td><td>Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.</td><td>Administrators, teachers, strategists, district personnel</td><td>4 times per year following district calendar</td></tr><tr><td>6</td><td>Multiple data sources (FocusEd, MAP, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly.</td><td>Administrators, teachers, strategists</td><td>As needed based on data source</td></tr></table> <p><b>Position Responsible:</b> Administrators</p> <p><b>Resources Needed:</b> Master Schedule allowing common planning time. Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum. Guest teachers for instructional walks and peer teacher observations/model lessons. Multiple sources of data (focusEd, MAP, Common Grade Level formative and summative assessments, etc...). District ULD professional learning to support the high ELL population at Tom Williams.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Evidence Level</b> Level 3: Promising: Tier I Instructional Materials</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating engagement strategies and opportunities for academic discourse.	Teachers	Daily	2	Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.	Teachers	Weekly	3	The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.	Administrators	Daily	4	Professional learning and targeted support based on monthly observations and instructional rounds will be provided to staff.	Administrators, teachers, strategists, district personnel	Monthly	5	Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.	Administrators, teachers, strategists, district personnel	4 times per year following district calendar	6	Multiple data sources (FocusEd, MAP, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly.	Administrators, teachers, strategists	As needed based on data source	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																											
				1	Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating engagement strategies and opportunities for academic discourse.	Teachers	Daily																											
				2	Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.	Teachers	Weekly																											
3	The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.	Administrators	Daily																															
4	Professional learning and targeted support based on monthly observations and instructional rounds will be provided to staff.	Administrators, teachers, strategists, district personnel	Monthly																															
5	Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.	Administrators, teachers, strategists, district personnel	4 times per year following district calendar																															
6	Multiple data sources (FocusEd, MAP, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly.	Administrators, teachers, strategists	As needed based on data source																															
Oct	Feb	June																																
No review	No review																																	

### SMART Goal 1 Problem Statements:

### Student Success

**Problem Statement 1:** 15.4% of all students are proficient in Math on the 23-24 SBAC assessment according to 23-24 in FocusEd 29.2% of all students are proficient in ELA on the 23-24 SBAC assessment according to 23-24 in FocusEd **Critical Root Cause:** The lack of consistent implementation of the NVACS continues to impact student achievement. Teachers are still working to fully implement the new Tier I and Tier II curricula (HMH and Core Knowledge Language Arts/95%). Additionally, there is a lack of intentional planning for student engagement opportunities, purposeful differentiated instruction, and structured small group instruction to meet diverse learning needs. Social-emotional learning and student behavior challenges also contribute to barriers in accessing grade-level content and maintaining a consistent instructional environment.

## Inquiry Area 1: Student Success

**SMART Goal 2:** Increase the percentage of all students scoring above the 61st percentile in ELA from 20% (spring 2024) to 26% (spring 2025). (AB 219 Attainable quantitative goal) EL students from 9% (spring 2024) to 15% (spring 2025) as measured by MAP Growth Assessment. Therefore increasing all students' SBAC proficiency in ELA from 29.2% in 2024 to 34.2% in 2025 and (AB 219 Attainable quantitative goal) EL students' SBAC proficiency in Math from 10.5% in 2024 to 15.5% in 2025.

**Formative Measures:** MAP Growth Assessment

**Aligns with District Goal**

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: All students will be engaged in rigorous, standards based Tier 1 instruction aligned to NVAC standards.					Status Check		EOY Reflection
					Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Teachers will provide scaffolded, high-quality Tier 1 instruction daily, intentionally incorporating engagement strategies and opportunities for academic discourse.	Teachers	Daily				
2	Professional learning and targeted support based on monthly observations and instructional rounds will be provided to staff.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	Monthly				
3	Teachers will use high-quality Tier 1 and Tier 2 resources and collaboratively plan differentiated instruction during weekly PLCs.	Teachers and Reading Center Staff	Weekly				
4	The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.	Administrators	Daily				
5	Staff will participate in district and site-based professional learning a minimum of four times per year, emphasizing engagement, discourse, and differentiation.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	4 times per year following district calendar				
6	Multiple data sources (FocusEd, MAP, WIDA, STAR, K12 Summit, PSI, FastBridge, common formative and summative assessments) will be used to identify students needing differentiated support and regroup students accordingly at least six times per year.	Administrators, teachers, strategists	6 times per year as noted in the Tom Williams master calendar				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
7	Teachers will implement a Tier 2 instructional model with targeted small group instruction and differentiated engagement strategies five days per week.	Teachers and Reading Center Staff	Daily

**Position Responsible:** Principal and Assistant Principals

**Resources Needed:** Master Schedule allowing common planning time.

Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum.

Guest teachers for instructional walks and peer teacher observations/model lessons.

Multiple sources of data (focusEd, MAP, WIDA, STAR, K12 Summit, FastBridge, PSI, Common Grade Level formative and summative assessments, etc...).

District ULD professional learning to support the high ELL population at Tom Williams.

**Schoolwide and Targeted Assistance Title I Elements:**

2.4, 2.5, 2.6, 4.1, 4.2

**Evidence Level**

Level 3: Promising: Tier I Instructional Materials

**Problem Statements/Critical Root Cause:** Student Success 1

No review	No review	
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SMART Goal 2 Problem Statements:

Student Success
<p><b>Problem Statement 1:</b> 15.4% of all students are proficient in Math on the 23-24 SBAC assessment according to 23-24 in FocusEd 29.2% of all students are proficient in ELA on the 23-24 SBAC assessment according to 23-24 in FocusEd <b>Critical Root Cause:</b> The lack of consistent implementation of the NVACS continues to impact student achievement. Teachers are still working to fully implement the new Tier I and Tier II curricula (HMH and Core Knowledge Language Arts/95%). Additionally, there is a lack of intentional planning for student engagement opportunities, purposeful differentiated instruction, and structured small group instruction to meet diverse learning needs. Social-emotional learning and student behavior challenges also contribute to barriers in accessing grade-level content and maintaining a consistent instructional environment.</p>

## **Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By May 2026, 75% of PLC meetings will focus on planning for student engagement strategies, academic discourse, and differentiated small group instruction, as measured by PLC Agendas, planning documents, and administrative observations.

**Formative Measures:** PLC Agendas, admin observations, lesson plans, instructional observations

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> The leadership team will implement structures and provide clear expectations for collaborative PLC meetings. B) The staff will engage in high-quality PLC meetings following the teaching and learning cycle.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide professional learning on purposeful planning and delivering high-quality Tier 1 and Tier 2 instruction with a focus on engagement strategies, academic discourse, and differentiated small group instruction.	Administrators, teachers, strategists, consultants(HMH, 95%, etc...), district personnel	Monthly			
2	The master schedule will support dedicated weekly PLC time focused on analyzing data, planning engagement strategies, and monitoring student learning.	Administrators	Weekly			
3	Teachers will use the CCSD Planning documents including the Teaching and Learning Cycle and Teacher Decision Points documents to guide collaborative conversations and planning.	Teachers	Weekly			
4	PLCs will be structured and supported by leadership team to ensure intentional planning for rigorous, student-centered instruction aligned to grade-level standards.	Administrators and strategists	Weekly			
<b>Position Responsible:</b> Administrators <b>Resources Needed:</b> Master Schedule allowing common planning time. Professional learning for Tier 1 and Tier 2 instruction. I.e. district/school-wide curriculum. Guest teachers for instructional walks and peer teacher observations/model lessons. Multiple sources of data (focusEd, MAP, Common Grade Level formative and summative assessments, etc...). District ULD professional learning to support the high ELL population at Tom Williams. CCSD Planning documents including the Teaching and Learning Cycle and Teacher Decision Points documents to guide and capture collaborative conversations, instructional planning, and data analysis.						
<b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 2: Moderate: PLCs <b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1						

### SMART Goal 1 Problem Statements:

## Adult Learning Culture

**Problem Statement 1:** Teachers have allocated planning time but need to more effectively use curriculum resources to intentionally plan for student engagement strategies, rigorous questioning, discourse opportunities, and differentiated small group instruction that meets diverse learner needs within Tier 1 and Tier 2 instruction. **Critical Root Cause:** Lack of effective utilization of curriculum resources for purposeful planning that integrates student engagement strategies, rigorous questioning, and opportunities for academic discourse. There is also a need to intentionally plan for differentiating instruction through small groups to address diverse learner needs, including scaffolding for skill gaps and enrichment for students demonstrating mastery. Additionally, ongoing development of collaborative practices within PLCs is essential to support this instructional planning and implementation.

### Inquiry Area 3: Connectedness

**SMART Goal 1:** Decrease chronic absenteeism from 21.7% in 2024-2025 to 17% in 2025-2026 as measured on FocusEd.

**Formative Measures:** FocusEd, Infinite Campus Attendance Reports

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> (A.) The school support team will clearly outline attendance expectations to all families. (B.) Letters will be sent out monthly to notify parents of students who are currently chronically absent. Admin will provide professional learning to staff. (C.) Attendance meetings will be held to educate and engage families about the impact of attendance on achievement.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Educate parents about the impact of attendance on achievement.	Administrators and MLT	Ongoing			
2	Continue to refine systems for notifying parents of current attendance status.	Administrators and MLT	Ongoing			
3	Identify students who have been previously chronically absent and conduct attendance meetings with parents who have historically chronically absent students.	Administrators and Office Specialist	Ongoing			
4	Identify reasons for chronic absenteeism and provide support to families with high absenteeism rates.	Administrators and MLT	Ongoing			
<b>Position Responsible:</b> Administration <b>Resources Needed:</b> Systems/team to monitor absenteeism data. Plan for meeting with families. Cooperation from families with high absenteeism rates. We need stronger support from city and county officials to ensure parents are held accountable for educational neglect when they repeatedly fail to send their children to school. Despite filing appropriate reports, follow-through and enforcement have been limited, leaving schools without the necessary backing to compel consistent attendance. A coordinated effort between schools and local agencies is critical to drive change in chronic absenteeism patterns.						
<b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Evidence Level</b> Level 4: Demonstrate Rationale: attendance <b>Problem Statements/Critical Root Cause:</b> Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> 23% of students at Tom Williams were chronically absent according to 2024-2025 FocusEd data. <b>Critical Root Cause:</b> Lack of parental awareness of the impact of attendance on student performance. Lack of parental awareness on when it is necessary to keep children home for illness vs. when to bring them to school.

# Schoolwide and Targeted Assistance Title I Elements

## 1.1: Comprehensive Needs Assessment

Our school's comprehensive needs assessment process involves a systematic review of formative (MAP, grade level assessments) and summative (SBAC, grade level assessments) data, coupled with stakeholder input, to identify key strengths and areas for improvement that inform strategic planning and resource allocation. We also regularly review progress monitoring data to identify specific student learning gaps and provide targeted interventions. Staff, families and community members are included in PLC, SOT, Staff meetings, etc... to allow for collaboration and feedback. One strength identified during this process was:

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

The SOT team meets monthly to review data and evaluate progress toward SPP goals. Additionally, families are able to provide input and feedback during monthly Coffee & Conversation meetings.

## 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. District wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

## 2.5: Increased learning time and well-rounded education

Title I funding is used to support Elementary Class Size Reduction (CSR) teachers, which lowers student-to-teacher ratios and increases individualized attention and instructional time in ELA and Math, providing students with increased learning time and a more well-rounded educational experience.

## 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**

We provide a flexible number of parent involvement opportunities by offering a variety of events throughout the year at different times of the day and on various days of the week to accommodate family schedules. Monthly *Coffee & Conversation* meetings are held in the mornings to foster ongoing communication with families. We host two *Family Picnics*, *Bingo Nights*, a *Fall Carnival*, *Family Art Night*, and *Open House*, all scheduled at varying times to maximize participation. We also partner with the *Family Engagement Department* to offer additional events and provide English classes for parents. To support attendance initiatives and further engage families, we include them in incentive events such as *Donuts with Grownups*.

### **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	\$4,108,647.39	Staffing; General Supplies; Custodial Supplies; SLA's; support staff retention stipends; Add-on days for learning strategists to return prior to the start of their contract to deliver PD; staff apparel; site-funded projects	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Allocation	\$202,725.43	Class-size reduction teachers	Student Success
EL Weighted Allocation	\$686,801.96	Licensed Staff; retention stipends (admin and licensed); Support Staff extra 19 minutes	Student Success Adult Learning Culture
General Carry Forward	\$3,151,087.04	Staffing; SOSAs; substitutes; prep buy-outs; extra duty pay (licensed and support); Support Staff (tutors); IMPACT Behavioral Support partner; Safe School Professional; employee training; field trips; printing and postage; travel; general supplies; library books; technology; web-based programs	Student Success Adult Learning Culture Connectedness
At-Risk Weighted Carry Forward	\$27,676.95	Carry Forward Reserves	Student Success
EL Weighted Carry Forward	\$194,571.36	19 extra minutes for collaboration	Student Success Adult Learning Culture
Title IA	\$276,948	Class-size reduction teachers; supplies; PISA	Student Success Adult Learning Culture Connectedness

# School Continuous Improvement Team

Team Role	Name	Position
Parent	Maria Figueroa	Parent
Parent	Eloisa Garcia	Parent
Parent	Michelle Landeros	Parent
Parent	Elizabeth Murillo	Parent
Support Staff	Amy Johnson	Support Staff
Teacher	Amber Kennedy	Teacher
Teacher	Sheree Royer	Teacher
CI Team Lead	Carrie Reasbeck	Principal
Admin	Mikal Cox	Assistant Principal
Admin	Merideth Wallace	Assistant Principal

# Community Outreach Activities

Activity	Date	Lesson Learned
Coffee n' Conversation	1/17/2025	Monthly family meetings where parents are provided with the opportunity to give feedback and input on the CIP/SPP/Plan of Operation.
SOT	1/30/2025	SOT discussed progress towards SPP and goals. Reviewed current data. Finalized Plan of Operation.
Coffee n' Conversation	2/14/2025	Monthly family meetings where parents are provided with the opportunity to give feedback and input on the CIP/SPP/Plan of Operation.
SOT	5/15/2025	SOT discussed progress towards SPP and goals. Reviewed current data. Finalized Plan of Operation.