

Clark County School District



Keller, Charlotte and Jerry ES

Classification: 3 Star School

Title I, ATSI

2025-2026 School Improvement Plan

District Approval Date:
February 23, 2026

Mission Statement

The teaching and learning T.E.A.M at Charlotte and Jerry Keller Elementary School is committed to empowering students so that personal achievement, academic excellence, and an excitement for learning will emerge within the safe and respectful, and ever-evolving environment of our community.

Vision

We are a community that inspires a love of learning, builds the habits of leadership, and empowers every student to make a positive impact on the world.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Adult Learning Culture	10
Connectedness	16
Priority Problem Statements	22
Data Documentation for CNA	24
Student Success	25
Adult Learning Culture	25
Connectedness	26
Inquiry Areas	27
Inquiry Area 1 : Student Success	28
Inquiry Area 2 : Adult Learning Culture	33
Inquiry Area 3 : Connectedness	35
Schoolwide and Targeted Assistance Title I Element Summary	39
Schoolwide and Targeted Assistance Title I Elements	40
1.1 Comprehensive Needs Assessment	40
2.1 School Performance Plan (SPP) developed with appropriate stakeholders	40
2.2 Regular monitoring and revision	40
2.3 Available to parents and community in an understandable format and language	40
2.4 Opportunities for all children to meet State standards	40
2.5 Increased learning time and well-rounded education	41
2.6 Address needs of all students, particularly at-risk	41
3.1 Annually evaluate the schoolwide plan	41
4.1 Develop and distribute Parent Involvement and Family Engagement Policy	41
4.2 Offer flexible number of parent involvement meetings	41
Plan Notes	42
Teams	44
School Continuous Improvement Team	45
Meeting Logs	45
Members	45
Community Outreach Activities	47



Comprehensive Needs Assessment

Student Success

Areas of Strength

The Spring 25' MAP Growth Assessment Math results showed the percentage of students who met their growth projection in each grade level as follows: kindergarten 94%, first grade 81%, second grade 77%, third grade 80%, fourth grade 74%, fifth grade 75%. In addition, 74% of Kindergarten students met their growth projection in Reading.

The 24-25 SBAC/CRT results showed an increase in the percentage of students in grades 3-5 who were proficient in ELA from 41.1% to 47.4%. Results also showed an increase in the percentage of grade 3 students proficient in ELA from 38.4% to 42.8%, an increase in the percentage of grade 5 students proficient in ELA from 40.2% to 58.9%, and an increase in the percentage of grade 5 students proficient in Math from 33.7% to 44.6%. SBAC/CRT results also showed an increase in the percentage of students in grades 4 and 5 meeting their adequate growth percentile (AGP) in Math from 40% to 41.6% and in ELA from 40% to 62.5%. Results also showed an increase in the median growth percentile for students in grades 4 and 5 in ELA from 56.5 to 68. The median growth percentile in Math for students in grades 4 and 5 remained the same at 58. In addition, SBAC/CRT Science results showed an increase of grade 5 students proficiency from 2.5% to 7.1%. WIDA results showed an increase in the median growth percentile for students in grades 4 and 5 from 42 to 54.

Areas for Growth

The Spring 25' MAP Growth Assessment Reading results showed the percentage of students who met their growth projection in each grade level as follows: first grade only 63%, second grade only 56%, third grade only 49%, fourth grade only 42%, and fifth grade only 54%. In addition, Spring 25' MAP Growth Assessment results showed that only 52% of students in grades K-5th met the Math target/goal at or above the 61st percentile and only 39% of the students in grades K-5th met the Reading target/goal at or above the 61st percentile.

The Fall 25' MAP Growth Assessment results showed the following percentage of students were at or above the 61st percentile in Math: 28.5% of Kindergarten, 48.9% of grade 1, 48.8% of grade 2, 41.6% of grade 3, 29.2% of grade 4, 22.5% of grade 5. In addition, the Fall 25' MAP Growth Assessment results showed the following percentage of students were at or above the 61st percentile in ELA: 12% of Kindergarten, 42.8% of grade 1, 44.4% of grade 2, 26.6% of grade 3, 37.8% of grade 4, and 29% of grade 5.

The 24-25 SBAC/CRT results showed a decrease in the percentage of grade 3-5 students proficient in Math from 39% to 37.8%. Results also showed a decrease in the percentage of grade 3 students proficient in Math from 44.2% to 42.8%, grade 4 students proficient in Math from 41.3% to 26.1%, and grade 4 students proficient in ELA from 44.8% to 43%. WIDA results showed a decrease in the percentage of students who were proficient from 28.1% to 21.8%. WIDA results also showed a decrease in the percentage of grade 4 and 5 students meeting their annual growth percentile (AGP) from 44.6% to 41.9%.

Equity Resource Supports

Student Group	Challenge	Solution
	<ul style="list-style-type: none">In Reading, only 24% of EL students met the target of the	<ul style="list-style-type: none">Weighted funding will be

English Learners

- 61st percentile compared to 47% of non-LEP students who met the target of the 61st percentile.
- In Math, only 40% of EL students met the target of the 61st percentile compared to 58% on non-LEP students who met the target of the 61st percentile.
- Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language skills.
- Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures.
- English learners face academic challenges as they continue to develop proficiency in the English language.
- There is a high percentage of EL students entering school in Kindergarten.
- Many of these students have family members who do not speak English at home which means that parents/families are unable to provide additional support to students.
- There is a high number of ELL students absent from school for long periods of time throughout the year. 20.2% of students were chronically absent.
- Teachers are inconsistent in providing quality Tier I, II, and III instruction based on ELL student needs.

- leveraged to support teacher participation in professional learning focused on effectively planning instruction to support ELs.
- Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.
- Research based instructional materials for ELA and Math will be used during Tier I, II and III instruction.
- Individual student progress will be monitored and Student Learning Plans adjusted to meet students' needs.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- Students who are new to the country will be provided extra small group instruction and progress will be monitored.
- Teachers will provide quality Tier I, II, and III instruction for all content areas.
- Students who have chronic absenteeism will be monitored and parents will meet with school staff to develop an attendance plan.

- 41.7% of these students were chronically absent from school.
- Disruptions in housing can negatively affect academic achievement and/or attendance rates.
- Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their

- The school counselor and school support liaison will implement wrap-around services to increase student attendance and/or provide support with developing attendance incentive plans.
- The Title I HOPE Advocate on

<p>Foster/Homeless</p>	<p>ability to fully engage in academic learning.</p> <ul style="list-style-type: none"> • Students require social-emotional support, which, while essential, can reduce available time for academic instruction. • Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time. • Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction. 	<p>campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.</p> <ul style="list-style-type: none"> • Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program. • Utilize a learning strategist to provide tiered interventions and acceleration for students.
<p>Free and Reduced Lunch</p>	<ul style="list-style-type: none"> • 39% of FRL students met the target of the 61st percentile in Reading and 52% of FRL students met the target of the 61st percentile in Math. • 18.4% of these students were chronically absent. • Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement. • Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning. 	<ul style="list-style-type: none"> • Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program. • The counselor and full time Social Emotional Learning Teacher will provide Social-Emotional Learning (SEL) lessons weekly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. • Utilize a learning strategist to provide tiered interventions and acceleration for students.
<p>Racial/Ethnic Minorities</p>	<ul style="list-style-type: none"> • 23.5% of these students were chronically absent. • Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally 	<ul style="list-style-type: none"> • Utilize a learning strategist to provide tiered interventions and acceleration for students. • Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity. • Licensed and support staff will provide opportunities for

responsive practices, targeted supports, and equitable access to high-quality instruction.

after-hours tutoring during the school's After School All Stars program.

Students with IEPs

- Only 8% of students with IEPs met the target of the 61st percentile in Reading compared to % of students without IEPs.
- In Math, only 17% of students with IEPs met the target of the 61st percentile compared to 59% of non-IEP students.
- Many of these students are absent from school due to medical issues which impacts their learning. 22.9% of students with IEPs were chronically abs
- Due to the need for individualized support, students may have gaps in foundational knowledge.
- Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.

- Instructional Assistants will provide additional assistance in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
<p>1 ★</p> <p>According to the 25' Spring MAP Growth Assessment, only 73% of K-5th students met their projected growth in Math and 45% met their projected growth in Reading.</p>	<p>Inconsistent Tier I and Tier II instruction of ELA NVACS. Inconsistent Tier II instruction of Math NVACS.</p>
<p>2 ★</p> <p>AB 335: As evidenced by SBAC, the problem is ELs are performing below other identified student groups in the school.</p>	<p>The low performance of ELs in language proficiency and content achievement is due to inconsistent Tier II instruction.</p>

★ = Priority

Adult Learning Culture

Areas of Strength

Professional Learning Communities in Grades K-5 complete and post completed PLC forms for planning and data analysis in folders in the school's team drive. School Leadership Team meetings are held once a month and members of the team include K-5 PLC Leaders, Strategists, Support Staff, parents, and Administration. A school-wide data tracker sheet is used to track all formative assessment data and individual student goals for every student in Grades K-5. In addition, each PLC team uses a Google Sheet to track grade level formative and summative assessment results for each student. A master calendar is developed and monitored to schedule all school meetings and events. A master schedule is developed and implemented to ensure allocated time for content areas, intervention times, special classes, and lunch time. This schedule includes daily schedules, prep schedule, school teams, morning announcement schedule, Leader of the Month schedule, RTI meeting schedule, and LETRS training schedule. The School Organization Team (SOT) meetings are held monthly and agendas and notes are posted on the school's website. Professional Learning is planned according to staff needs, formative assessment data, and in alignment with the school's improvement plan.

Areas for Growth

Observation data showed that teachers need additional time to plan for and implement ELA curriculum materials. In addition, teachers need to be consistent in implementing what was learned during professional learning to improve instruction. Based on professional learning surveys, teachers need additional professional learning on effective Tier I and Tier II ELA instruction, time for planning and data analysis.

Equity Resource Supports

Student Group	Challenge	Solution
	<ul style="list-style-type: none">• In Reading, only 24% of EL students met the target of the 61st percentile compared to 47% of non-LEP students who met the target of the 61st percentile.• Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy skills and/or have limited opportunities to practice and improve language	<ul style="list-style-type: none">• Weighted funding will be leveraged to support teacher participation in professional learning focused on effectively planning instruction to support ELs.• Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.• Research based

English Learners

- skills.
- Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures.
- English learners face academic challenges as they continue to develop proficiency in the English language.
- There is a high percentage of EL students entering school in Kindergarten.
- Many of these students have family members who do not speak English at home which means that parents/families are unable to provide additional support to students.
- There is a high number of ELL students absent from school for long periods of time throughout the year. 20.2% of students were chronically absent from school.
- Teachers are inconsistent in providing quality Tier I, II, and III instruction based on ELL student needs.

instructional materials for ELA and Math will be used during Tier I, II and III instruction.

- Individual student progress will be monitored and Student Learning Plans adjusted to meet students' needs.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- Students who are new to the country will be provided extra small group instruction and progress will be monitored.
- Teachers will provide quality Tier I, II, and III instruction for all content areas.
- Students who have chronic absenteeism will be monitored and parents will meet with school staff to develop an attendance plan.

- 41.7% of these students were chronically absent from school.
- Disruptions in housing can negatively affect academic achievement

Foster/Homeless

- and/or attendance rates.
- Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.
- Students require social-emotional support, which, while essential, can reduce available time for academic instruction.
- Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.
- Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.

- The school counselor and school support liaison will implement wrap-around services to increase student attendance and/or provide support with developing attendance incentive plans.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.

Free and Reduced Lunch

- 18.4% of these students were chronically absent.
- Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.
- Students face challenges related to the hierarchy of basic needs (e.g., housing

- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- The counselor and full time Social Emotional Learning Teacher will provide Social-Emotional Learning (SEL) lessons weekly to equip students with essential life skills like self-awareness, empathy, and conflict resolution.
-

instability, food insecurity), which can affect their ability to fully engage in academic learning.

Utilize a learning strategist to provide tiered interventions and acceleration for students.

Racial/Ethnic Minorities

- 23.5% of these students were chronically absent.
- Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.

- Utilize a learning strategist to provide tiered interventions and acceleration for students.
- Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.

Students with IEPs

- Only 8% of students with IEPs met the target of the 61st percentile in Reading compared to % of students without IEPs.
- In Math, only 17% of students with IEPs met the target of the 61st percentile compared to 59% of non-IEP students.
- Many of these students are absent from school due to medical issues which impacts their learning. 22.9% of students with IEPs were chronically abs
- Due to the need for individualized support, students may have gaps

- Instructional Assistants will provide additional assistance in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan

in foundational knowledge.

- Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.

effective instruction and support.

- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement

Critical Root Cause

1

Teachers are inconsistently implementing what is learned during professional learning in order to improve Tier I and Tier II instruction.



Teachers lack knowledge and time for planning new learning.

 = Priority

Connectedness

Areas of Strength

The winter 2025 Panorama Survey results for students in Grades 3-5 showed an increase in all areas. In addition, a student council program took place during the 2024-2025 school year. Students from Grades 3-5 participated in bi-weekly meetings to plan school wide events and activities. Additionally, the school's After School All Stars Program had an average of 150 students participate in daily academic hour and club hour activities 4 days a week for 2 hours a day. There was a decrease in the Chronic Absenteeism rate from 28% to 18.4%. End of the year data showed an average daily attendance rate of 90% to the school's After School All Stars program and an average daily attendance in school of 92%. The District Wide Climate Survey results showed an increase in the percentage of parents that feel the school seeks their input from 57.1% to 85.1%. A review of School Organization Team (SOT) notes showed that parents on the team and those attending meetings were involved in the decisions made at the school and provided valuable feedback. In addition, school staff meet monthly to discuss celebrations and staff needs. Monthly school leadership meetings are held to review school wide goals and monitor progress. Weekly PLC meetings are held two times a week to review and discuss student data and plan for instruction.

Areas for Growth

2025 end of the year data showed a chronic absenteeism rate of 18.4%, as a result, additional resources and structures are needed to continue to reduce chronic absenteeism, including parent trainings. The District Climate Student Survey results showed a decrease in all areas. However, there was an increase in the percentage of students who don't come to school because they feel overwhelmed and anxious, a decrease in the percentage of students who feel they finish tasks even if they are hard, a decrease in the percentage of students who feel that students show respect for diversity, an increase in the percentage of students who feel bullying is a problem at the school. Discipline data results showed disproportionate levels of exclusionary discipline based on three consecutive years of a specific student group.

Equity Resource Supports

Student Group	Challenge	Solution
	<ul style="list-style-type: none">In Reading, only 24% of EL students met the target of the 61st percentile compared to 47% of non-LEP students who met the target of the 61st percentile.Due to language barriers and/or lack of discourse opportunities, ELs struggle with foundational literacy	<ul style="list-style-type: none">Weighted funding will be leveraged to support teacher participation in professional learning focused on effectively planning instruction to support ELs.Weighted funding will be used to provide site-specific professional learning focused on

English Learners

skills and/or have limited opportunities to practice and improve language skills.

- Due to the volume of English words and the nuances of their meanings, ELs are struggling with understanding complex texts, including idioms, figurative language, and different text structures.
- English learners face academic challenges as they continue to develop proficiency in the English language.
- There is a high percentage of EL students entering school in Kindergarten.
- Many of these students have family members who do not speak English at home which means that parents/families are unable to provide additional support to students.
- There is a high number of ELL students absent from school for long periods of time throughout the year. 20.2% of students were chronically absent from school.
- Teachers are inconsistent in providing quality Tier I, II, and III instruction based on ELL student needs.

effectively planning instruction to support ELs.

- Research based instructional materials for ELA and Math will be used during Tier I, II and III instruction.
- Individual student progress will be monitored and Student Learning Plans adjusted to meet students' needs.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- Students who are new to the country will be provided extra small group instruction and progress will be monitored.
- Teachers will provide quality Tier I, II, and III instruction for all content areas.
- Students who have chronic absenteeism will be monitored and parents will meet with school staff to develop an attendance plan.

- 41.7% of these students were chronically absent from school.
- Disruptions in housing

Foster/Homeless

can negatively affect academic achievement and/or attendance rates.

- Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.
- Students require social-emotional support, which, while essential, can reduce available time for academic instruction.
- Absenteeism, often linked to circumstances such as foster care placement or homelessness, results in students missing critical instructional time.
- Due to frequent absences and other factors, some students are performing below grade level as a result of missed instruction.

- The school counselor and school support liaison will implement wrap-around services to increase student attendance and/or provide support with developing attendance incentive plans.
- The Title I HOPE Advocate on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.

Free and Reduced Lunch

- 18.4% of these students were chronically absent.
- Students receiving free or reduced-price meals may feel stigmatized, leading to embarrassment or reluctance to participate, which can negatively impact their social and emotional well-being, as well as academic achievement.
- Students face challenges related to

- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.
- The counselor and full time Social Emotional Learning Teacher will provide Social-Emotional Learning (SEL) lessons weekly to equip students with essential life skills like self-awareness,

the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.

- empathy, and conflict resolution.
- Utilize a learning strategist to provide tiered interventions and acceleration for students.

Racial/Ethnic Minorities

- 23.5% of these students were chronically absent.
- Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.

- Utilize a learning strategist to provide tiered interventions and acceleration for students.
- Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.
- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.

Students with IEPs

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- In Math, only 17% of students with IEPs met the target of the 61st percentile compared to 59% of non-IEP students.
- Many of these students are absent from school due to medical issues which impacts their learning. 22.9% of students with IEPs were chronically abs
- Due to the need for

- Instructional Assistants will provide additional assistance in the least restrictive environment to ensure students receive grade-level instruction with the appropriate accommodations and modifications.
- Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to

individualized support, students may have gaps in foundational knowledge.

- Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.

analyze data, determine students' needs, and plan effective instruction and support.

- Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	The school's discipline data shows disproportionate levels of exclusionary discipline of a specific student subgroup.	Low enrollment impacted
2 ★	The school's chronic absenteeism rate for the 24-25 school year was 15.3%.	Lack of attendance accountability and structures to promote school attendance.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

According to the 25' Spring MAP Growth Assessment, only 73% of K-5th students met their projected growth in Math and 45% met their projected growth in Reading.

Inconsistent Tier I and Tier II instruction of ELA NVACS. Inconsistent Tier II instruction of Math NVACS.

2
★

Teachers are inconsistently implementing what is learned during professional learning in order to improve Tier I and Tier II instruction.

Teachers lack knowledge and time for planning new learning.

3
★

AB 335: As evidenced by SBAC, the problem is ELs are performing below other identified student groups in the school.

The low performance of ELs in language proficiency and content achievement is due to inconsistent Tier II instruction.

4
★

The school's discipline data shows disproportionate levels of exclusionary discipline of a specific student subgroup.

Low enrollment impacted

5
★

The school's chronic absenteeism rate for the 24-25 school year was 15.3%.

Lack of attendance accountability and structures to promote school attendance.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- Criterion-Referenced Test in Mathematics
- End-of-Unit Assessments
- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Master schedule
- Professional Development Agendas
- 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

School Leadership Meeting Agendas & Notes

Districtwide Climate Survey 2024

SOT Meeting Agendas & Sign-ins

School Wide Data Tracker

Master Calendar

PLC+ Planning Template

PLC+ Data Review Template

Connectedness

- Attendance**
- Community surveys and/or other feedback**
- Perception/survey data**
- Social Emotional Learning Data**
- Other**

After School All Stars Attendance

School Leadership Team Agendas & Sign-ins

Title 1 Annual Meeting Notes & Evaluations

Title 1 Family Night Evaluations

SOT Meeting Agenda & Notes

PSTAPT participation and exit surveys



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Increase the percentage of K-5 students meeting their projected growth in Reading from 45% to 51% from fall to spring and in Math, from 73% to 77% from fall to spring as measured by the 2026 Spring MAP Growth Assessment.

Formative Measures: Grade level summative assessments

Improvement Strategy 1

Teachers will use research based instructional materials when providing Tier I and Tier II instruction in ELA and Math.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Utilize ELA and Math curriculum materials that are aligned to the NVACS	School Leadership Team and learning strategist	August 2025 - May 2026	
2	Monitor Tier I and Tier II instruction using classroom observation notes and Focal Point walkthrough data	School Leadership Team	August 2025 - 2026	
3	Utilize Exact Path differentiated online reading program	All Teachers/ Grade Levels	Daily August 2025- May 2026	

Position Responsible: Administration

Resources Needed: ELA curriculum materials
Edmentum online supplemental program
enVision Math 2020 materials
K-5th 95% Group phonics program

Evidence Level

Level 1: Strong:

95 Percent Phonics

Level 2: Moderate:

HMH Into Reading

Level 3: Promising:

enVisionMathematics Common Core 2020 (3); HMH Into Reading (3); Exact Path

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks



Implemented

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

According to the 25th Spring MAP Growth Assessment, only 73% of K-5th students met their projected growth in Math and 45% met their projected growth in Reading.

Inconsistent Tier I and Tier II instruction of ELA NVACS. Inconsistent Tier II instruction of Math NVACS.

SMART Goal 2

Increase proficiency in Mathematics among English Learners from 22% in 2025 to 27% in 2026, as measured by the 2026 CRT summative assessment.

Increase proficiency in ELA among English Learners from 34.9% in 2025 to 39% in 2026, as measured by the 2026 CRT summative assessment.

Increase the percentage of English Learners proficient from 6.7% in 2025 to 12% by 2026, as measured by WIDA language assessment.

Formative Measures: Grade level summative assessments

MAP Growth Assessment

Improvement Strategy 1

Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers.	Completed by May 2026.	
2	Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team and learning strategist.	Two times during the 2025-2026 school year, September and January.	
3	Based on the instructional rounds, identify professional learning, professional learning community, and coaching needs for the school.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
4	Exact Path Professional Learning	Teachers	December 2025-May 2026	

Position Responsible: Administration

Resources Needed: ULD professional learning series
Tier I Monitoring Tool
Exact Path

Evidence Level

Level 4: Demonstrate Rationale:
Summit K12

Problem Statements: Student Success 2

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

Status Checks

In progress

In progress

October

February

June

Improvement Strategy 2

Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement Focused Language Study (FLS) Tier II support for newcomers.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	
2	Implement Summit K12 Tier II support for STELs.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	Ongoing during the 2025-2026 school year.	

Position Responsible: Administration

Resources Needed: FLS instructional materials
Summit K12

Evidence Level

Level 4: Demonstrate Rationale:
Summit K12

Problem Statements: Student Success 2

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

Status Checks

In progress

In progress

October

February

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

AB 335: As evidenced by SBAC, the problem is ELs are performing below other identified student groups in the school.

The low performance of ELs in language proficiency and content achievement is due to inconsistent Tier II instruction.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Increase the percentage of classrooms that are providing instruction with purposefully planned learning tasks and activities that support overall mastery of the standard(s) from 50% to 85% as measured by CCSD Focal Point Tier I Monitoring Tool.

Formative Measures: CCSD Focal Point Tier I Monitoring Tool

Improvement Strategy 1

Staff will have an opportunity to attend professional learning on effective Tier I instruction and attend related trainings.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	LETRS (Year 2) Professional Learning	School Leadership Team LETRS Trainer	August 2025 - April 2026	
2	Teachers will have an opportunity to observe other teachers	School Leadership Team and learning strategist	September 2025 - April 2026	
3	Support teachers in implementation of effective instructional practices and strategies through timely feedback using Focal Point	School Leadership Team	August 2025 - May 2026	

Position Responsible: Administration and Strategist(s)

Resources Needed: Planning time during staff development days
Professional Learning Agendas and Sign-In sheets
Materials for Professional Learning

Evidence Level

Level 1: Strong:

Build a committed staff and provide professional development

Problem Statements: Adult Learning Culture 1

Status Checks

 Implemented

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Teachers are inconsistently implementing what is learned during professional learning in order to improve Tier I and Tier II instruction.

Teachers lack knowledge and time for planning new learning.

SMART Goal 1

Decrease the school's chronic absenteeism rate from 15.3% to 10% as measured by the 2026 end of the year attendance and absence report.

Formative Measures: CCSD FocusEd

Improvement Strategy 1

The Safe School Professional and Counselor will work closely with staff and administration to provide support to identified students and their families. Specifically, meetings with families will be scheduled, attendance plans will be developed and closely monitored, and incentives provided. In addition, CCSD Family Engagement staff will provide trainings for families on the importance of daily attendance.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Train staff/teachers on procedures and processes for absences and attendance incentives.	Safe School Professional , Counselor and School Leadership Team	August 2025 - May 2026	
2	Implement absence procedures such as parent notifications, parent contact log, attendance plans, and administration meetings with parents.	School Clerk, Safe School Professional , teachers, and School Leadership Team	August 2025 - May 2026	
3	Provide parents and families with trainings on attendance with support from the Family Engagement department.	Safe School Professional , Counselor, Family Engagement unit, School Leadership Team	September 2025	

Position Responsible: Administration and school staff

Resources Needed: Absence procedures
Attendance incentives
Full time SAFE School Professional and/or Social Worker
Funds for purchasing RAD incentives


Evidence Level


Level 3: Promising:
Creating a Positive School Climate and Culture

Problem Statements: Connectedness 2

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

Status Checks

 Implemented

 Implemented

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

2

The school's chronic absenteeism rate for the 24-25 school year was 15.3%.

Lack of attendance accountability and structures to promote school attendance.

SMART Goal 2

Reduce the suspension rate for each subgroup of students by 2.5% during the 2025-2026 school year, as measured by school-wide discipline referrals.

Formative Measures: CCSD FocusEd

Improvement Strategy 1

The MTSS team will complete the Tiered Fidelity Inventory (TFI) evaluation to identify areas of strength and areas of growth within the school's PBIS behavior system. The results will be used to determine areas of growth.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a continuum of functionally-relevant, instructional, and restorative responses to contextually inappropriate behavior.	Counselor, Safe-School Professional, School Behavior Team, and School Leadership Team	November 2025 - May 2026	
2	Behavior Team will meet weekly to determine the needs of identified students who are struggling with self-regulation at school.	Counselor, Safe-School Professional, School Behavior Team, and School Leadership Team	August 2025 - May 2026	
3	MTSS Team will meet to determine the needs of identified students and provide additional support and/or resources for students and families.	Counselor, Safe-School Professional, School Behavior Team, and School Leadership Team	August 2025 - May 2026	
4	A Student Success Center will be used for students who need additional support and assistance.	Counselor, Safe-School Professional, School Behavior Team, and School Leadership Team	August 2025 - May 2026	

Position Responsible: Administration and school staff


Resources Needed: TFI, ReThink Ed social emotional learning program, meeting schedules, Professional learning for staff, classroom for Student Success Center, Full time Safe School Professional, Full time Counselor

Evidence Level

Problem Statements: Connectedness 1

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

Status Checks

 Implemented

In progress

October

February

June

SMART Goal 2 Problem Statements Identifying Connectedness

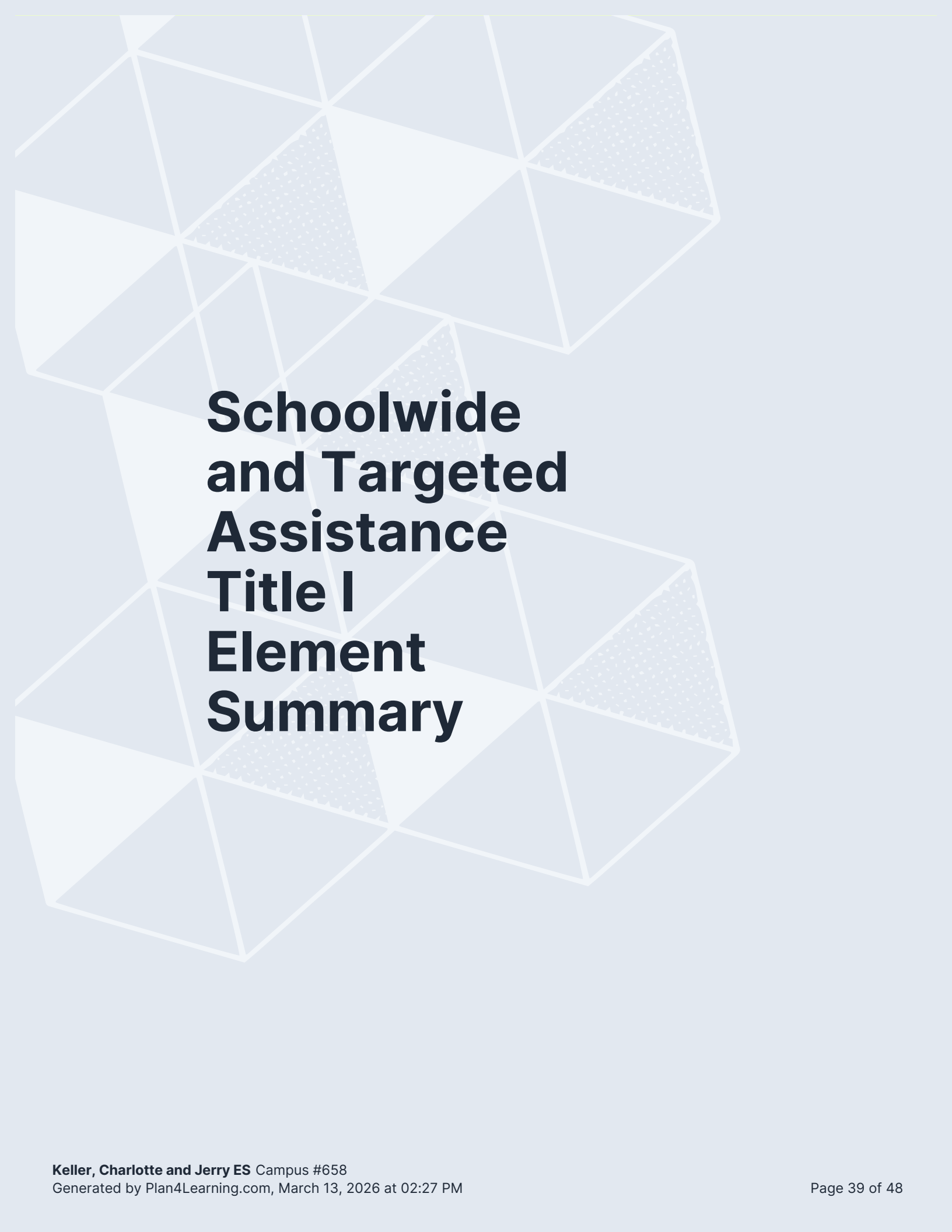
Problem Statement

Root Cause

1

The school's discipline data shows disproportionate levels of exclusionary discipline of a specific student subgroup.

Low enrollment impacted



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The comprehensive needs assessment process at the school involves the school leadership team and School Organization Team (SOT). The school leadership team is made up of team leaders for each grade level, special education, specialists, and support staff. The school leadership team meets once a month to review school data and monitor school goals and action steps. The SOT meets once a month and is made up of 4 parents, 3 staff members, and school administration. The SOT monitors reviews school data, monitors goals and action steps, and makes recommendations for the school's plan of operation.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The school's CI team, which includes staff and parents meets twice in the fall to review the plan and provide feedback for making revisions. Stakeholder feedback is gathered through discussion and surveys. In addition, the Annual Title 1 Parent Meeting is held each year in September. At this meeting with parents and families, the Title 1 Plan, School Plan of Operation, Family Engagement Policy, and School Improvement Plan are reviewed, discussed, and updated. Feedback from parents and families is received through discussion and surveys. Additionally, the school's organization team meets twice in the fall to review, discuss, and update the school's improvement plan and make revisions.

2.2 Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, the school's CI team 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. In addition, an online platform is purchased and used to provide students individual pathways of instruction in Math and Reading. School staff monitor student progress via this online pathway platform. Additionally, a learning strategist and Certified Temporary Tutor (CTT) are used to provide additional instruction in Math and ELA

to struggling students.

2.5 Increased learning time and well-rounded education

Students are given an opportunity for increased learning time during Tier III instruction which includes the following: an online platform used to provide students individual pathways of instruction in Math and Reading. School staff monitor student progress via this online pathway platform. In addition, a learning strategist and Certified Temporary Tutor (CTT) are used to provide additional instruction in Math and ELA to struggling students during intervention times.

2.6 Address needs of all students, particularly at-risk

Research based instructional materials for ELA and Math will be used during Tier I, II and III instruction. Individual student progress will be monitored and Student Learning Plans adjusted to meet students' needs. A learning strategist, certified temporary tutor, and classroom teachers will provide tiered interventions and acceleration for students. Licensed and support staff will provide opportunities for after-hours tutoring during the school's After School All Stars program. Teachers will provide quality Tier I, II, and III instruction for all content areas. Students who have chronic absenteeism will be monitored and parents will meet with school staff to develop attendance plans.

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 team, 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

The school provides parents and families opportunities to attend trainings related to attendance and student growth reports. These meetings are held twice at different times of the day. There are monthly SOT meetings where parents can attend and ask questions or make comments about the content of the meetings. An annual Title 1 Parent Meeting is held to discuss the Family Engagement Policy, Title 1 Plan, Plan of Operation, and School Improvement Plan. In addition, 3 Family Nights are held each year where parents and students learn how to improve skills in Leadership, Literacy, and Mathematics. The school counselor and school professional meet with parents of chronic absent students to discuss challenges, provide resources, and develop an attendance incentive plan.



Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,950,754.04	Licensed and support staff, school supplies, extra duty pay for before and after school tutoring and school events, preparation period buy-outs for collaboration and planning, professional learning, Rethink ED SEL curriculum, and Leader In Me program	Student Success 1, 2 Adult Learning Culture 1 Connectedness 1
At-Risk Weighted Allocation	\$88,779.31	Split fund a licensed teacher	Student Success 1, 2 Adult Learning Culture 1
EL Weighted Allocation	\$405,904.01	Licensed staff	Student Success 1, 2 Adult Learning Culture 1
General Carry Forward	\$115,098.83	Split fund a licensed teacher	Student Success 1, 2 Adult Learning Culture 1
Title IA	\$6,500	Edmentum - Exact Path	Student Success 1, 2
Title 1	\$218,652	1 CSR teacher, 2 Instructional Assistants, Renaissance learning platform, extra duty pay and prep-buy out for collaboration and professional learning	Student Success 1, 2 Adult Learning Culture 1



Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 28, 2026 @ 3:30 PM	Keller ES	Keller.ES.SOT.Meeting.Agenda.Notes.Sign-in.1-28-26.pdf	Keller.ES.SOT.Meeting.Agenda.Notes.Sign-in.1-28-26.pdf
February 3, 2026 @ 8:15 AM	Keller ES	Keller.ES.Staff.Meeting.Agenda.Notes.Sign-In.2-3-26.pdf	Keller.ES.Staff.Meeting.Agenda.Notes.Sign-In.2-3-26.pdf
February 3, 2026 @ 3:30 PM	Keller ES	Keller.ES.SOT.Meeting.Agenda.Notes.Sign-In.2-3-26.pdf	Keller.ES.SOT.Meeting.Agenda.Notes.Sign-In.2-3-26.pdf
February 2, 2026 @ 3:30 PM	Keller ES	Keller.ES.Leadership.Team.Meeting.Agenda.Notes.Sign-In.2-2-26.pdf	Keller.ES.Leadership.Team.Meeting.Agenda.Notes.Sign-In.2-2-26.pdf
January 20, 2026 @ 3:30 PM	Keller ES	Keller.ES.Leadership.Meeting.Agenda.Notes.Sign-In.1-20-26.pdf	Keller.ES.Leadership.Meeting.Agenda.Notes.Sign-In.1-20-26.pdf
September 17, 2025 @ 3:45 PM	Keller ES	9-17-25_Keller ES SOT Sign-In Sheet.pdf	9-17-25 Keller ES SOT Meeting Notes.pdf
September 4, 2025 @ 2:15 PM	Keller ES	T1 Parent Meeting Sign-in 9-4-25.pdf	T1 Agenda and Notes 9-4-25.pdf
August 27, 2025 @ 3:45 PM	Keller ES	8-27-25_Keller ES SOT Sign-In Sheet.pdf	8_27_25 Keller ES SOT Meeting Notes.pdf
August 18, 2025 @ 3:30 PM	Keller ES	8-18-25 Leadership Team Sign-in.pdf	8-18-25_Leadership Meeting Agenda-Notes.docx.pdf
May 27, 2025 @ 8:00 AM	Keller ES	Keller ES Staff Participation Act 1.5-27-25.pdf	5-27-25 Keller ES.Planning Day Agena_Notes.docx.pdf
May 21, 2025 @ 3:45 PM	Keller ES	Keller ES SOT 5-21-25.pdf	Keller ES SOT Meeting Notes 5-21-25.pdf

Members

First Name	Last Name	Position	Committee Role
Jason	Keams	Parent	Member
Maria	Morales	Parent	Member
Stephanie	Flores	Parent	Member
Ruby	Keams	Parent	Member

Amir	Orendain	Teacher	Member
Selina	Aviles	Teacher	Member
Gina	Sandoval	Teacher	Member
Carla	Floyd	Office Manager	Member
Nicole	Littrell	Teacher	Member
Erica	Thome	Teacher	Member
Jill	Redmond	Counselor	Member
Laura	Larivee	Teacher	Member
Cynthia	Crowley	SEIF	Member
Christina	Carlson	Learning Strategist	Member
Kristen	Davis	Assistant Principal	Assistant CI Team Lead
Audrey	Carroll	Principal	CI Team Lead



Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	2-3-26	Reviewed the final 26-27 projected fall budget and staffing plan. Reviewed and discussed the updated School Improvement Plan.
School Leadership Meeting	2-2-26	Reviewed the final 26-27 projected fall budget and staffing plan. Reviewed and updated the status check and School Improvement Plan
SOT Meeting	1-28-26	Reviewed the SIP and projected budgets for 26-27
SOT Meeting	5-21-2025	End of year review - Reviewed and discussed Spring MAP Growth assessment data
School Leadership Team	8-18-25	Beginning of the year review and planning - reviewed Fall MAP Growth assessment data and SBAC data
SOT Meeting	8-27-25	Reviewed and updated SIP goals, strategies, and action steps, Title 1 Plan and updated Family Engagement Policy
Annual Title 1 Parent meeting	9-4-25	Reviewed and discussed SIP goals, strategies, and action steps, Title 1 Plan, and Family Engagement Policy
Staff Development Day	9-15-25	Reviewed and discussed Fall MAP Growth assessment data, SBAC data, SIP goals, strategies, and action steps, Title 1 Plan, and Strategic Budget - School Plan of Operation
SOT Meeting	9-17-25	Reviewed and discussed final School Improvement Plan, Title 1 Plan and Strategic Budget/School Plan of Operation. Approved unanimously
SOT Meeting	1-28-26	Reviewed Winter MAP Growth assessment data and adjusted end of the year goals for each grade level. Discussed the 26-27 projected budget plan and updates to the School Improvement Plan for each inquiry area.