

**Clark County School District**  
**Faiss, Wilbur and Theresa MS**  
**2025-2026 School Improvement Plan**  
TSI



**District Approval Date:** February 18, 2026

# Mission Statement

*Through challenging and engaging activities, the Faiss Middle School community promotes respect, encourages life-long learning, and achieves academic success.*

## 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/wilbur\\_and\\_theresa\\_faiss\\_middle\\_school/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/wilbur_and_theresa_faiss_middle_school/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

Based on 2024-2025 SBAC data, ELA increased their proficiency percentage by 7.4% going from 45.2% in 2023-2024 to 52.6% in 2024-2025.

### Student Success Areas for Growth

Based on 2024-2025 SBAC data, math decreased their proficiency percentage by 0.2% going from 36.5% in 2023-2024 to 36.3% in 2024-2025.

### Student Success Equity Resource Supports

| Student Group           | Challenge   | Solution  |
|-------------------------|---|---|
| <b>English Learners</b> | Consistent implementation of language acquisition accommodations across PLC groups. Based on 24-25 SBAC data, there is a 34% achievement gap between LEP and non-LEP students in ELA proficiency, and a 21% achievement gap between LEP and non-LEP students in math proficiency. | Provide instruction including strategies for language acquisition. One period is scheduled for students scoring as Level 1 or 2 on the WIDA exam and one period is scheduled for students scoring as Level 3-4 on the WIDA exam. Ensure that PLC planning time includes discussions on how to better support language acquisition skills during Tier I instruction. School-wide writing across the curriculum initiative. |
| <b>Foster/Homeless</b>  | Students are at an increased risk for chronic absenteeism which hinders their ability to receive consistent Tier I instruction.   | Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.   |

| Student Group          | Challenge   | Solution  |
|------------------------|---|---|
| Free and Reduced Lunch | There is currently no identifiable achievement gap between students receiving free and reduced lunch and students not receiving free and reduced lunch. | After school academic assistance is provided for all students by licensed teachers. Social-Emotional Learning lessons monthly to equip students with essential life skills like self-awareness, empathy, and conflict resolution. |
|                        |   |   |

**Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** There is a disparity between academic classroom grades and performance on SBAC and MAP scores across content areas.

**Critical Root Cause:** Differentiation of instruction among student performance levels is inconsistent which hinders the ability to enrich instruction for high performers as well as to re-teach instruction for lower performers.

**Inquiry Area 1: Student Success**

**SMART Goal 1:** Increase the percentage of students projected CRT proficient in math from 41% (spring 2025) to 44% (winter) to 40% (spring 2026) as measured by MAP Projected CRT Proficiency.

Increase the % of students scoring proficient on the SBAC from 36.3% (currently enrolled) in 24-25 to 39.3% in 25-26.

**Aligns with District Goal**

**Formative Measures:** MAP Growth

| Improvement Strategy 1 Details   |   |  |           |          | Reviews      |                  |                |
|--|---|--|-----------|----------|--------------|------------------|----------------|
| Improvement Strategy 1: Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation math Tier I curriculum |   |  |           |          | Status Check |                  | EOY Reflection |
|  |   |  |           |          | Oct          | Feb              | June           |
| Action #   | Actions for Implementation  | Person(s) Responsible                                    | Timeline  | Complete | In progress  | Revisions needed |                |
| 1  | Professional Development Days with department curriculum alignment. | Administration, Faculty Senate Leadership team, teachers | quarterly |          |              |                  |                |

| Action # | Actions for Implementation  | Person(s) Responsible                 | Timeline                            | Complete |
|----------|---|---------------------------------------|-------------------------------------|----------|
| 2        | Continue to consistently analyze MAP student scores and how to apply that data to drive instruction.  | Teachers, strategists, administration | on going                            |          |
| 3        | Provide PD on MTSS learning intentions and student success criteria, and language supports (Tier I).  | Teachers, strategists, administration | August 2025                         |          |
| 4        | Professional development in MTSS related to the gradual release model within Tier I Learning strategist for tier 2 and tier 3 intervention assistance | Teachers, strategists, administration | August 2025, staff development days |          |
| 5        | Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students' academic growth        | Teachers, strategists, administration | quarterly                           |          |
| 6        | Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction                              | Teachers, strategists, administration | weekly                              |          |
| 7        | Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release.   | Teachers, strategists, administration | weekly                              |          |
| 8        | Utilize school-wide, cross-curricular writing process.  | Teachers, strategists, administration | daily                               |          |

**Position Responsible:** Administration

**Resources Needed:** ELMS MAP course(s) for self-selected PD.

Math/ELA games, curriculum information for parents, MAP information for parents

MAP Assessments

Funding will come from the Strategic Budget

Shared Canvas Sandbox

Professional learning on "Soaring into Literacy" school wide literacy program

Aleks

Moby Max

Fastbridge

Kahn Academy

**Evidence Level**

Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science, HMH Into Literature

Level 3: Promising: Analyze data (Edulastic), Exact Path

Level 4: Demonstrate Rationale: IXL, Moby Max, FastBridge

**Inquiry Area 1: Student Success**

**SMART Goal 2:** Increase the percentage of students projected CRT proficient in ELA from 41% (spring 2025) to 47% (winter) to 50% (spring 2026) as measured by MAP Projected CRT Proficiency.

Increase the % of students scoring proficient on the SBAC from 52.6% (currently enrolled) in 24-25 to 57.6% in 25-26.

**Aligns with District Goal**

**Formative Measures:** MAP Growth

| Improvement Strategy 1 Details  |   |  |                                     |          | Reviews          |             |                |
|---|---|--|-------------------------------------|----------|------------------|-------------|----------------|
| <b>Improvement Strategy 1:</b> Ensure instruction and tasks are aligned to the NVACS through the consistent Implementation of ELA Tier I curriculum |   |  |                                     |          | Status Check     |             | EOY Reflection |
|   |   |  |                                     |          | Oct              | Feb         | June           |
| Action #  | Actions for Implementation  | Person(s) Responsible                                    | Timeline                            | Complete | Revisions needed | In progress |                |
| 1   | Professional Development Days with Department curriculum alignment.   | Administration, Faculty Senate Leadership team, teachers | quarterly                           |          |                  |             |                |
| 2   | Continue to consistently analyze MAP student scores and how to apply that data to drive instruction.  | Teachers, administration, strategists                    | on going                            |          |                  |             |                |
| 3   | Amplify Science and National Geographic Social Studies curriculums will support ELA standards in the content areas.                                   | Teachers, administration, strategists                    | daily                               |          |                  |             |                |
| 4   | Provide PD on MTSS learning intentions and student success criteria, and language supports (Tier I)   | Teachers, administration, strategists                    | August 2025                         |          |                  |             |                |
| 5   | Professional development in MTSS related to the gradual release model within Tier I Learning strategist for tier 2 and tier 3 intervention assistance | Teachers, administration, strategists                    | August 2025, staff development days |          |                  |             |                |
| 6   | Math/ ELA Based Family Night to share information with parents about standards so that they can engage in supporting students' academic growth        | Teachers, administration, strategists                    | quarterly                           |          |                  |             |                |
| 7   | Teachers will engage in data comparison analysis with academic classroom grades and MAP/SBAC scores to drive instruction                              | Teachers, administration, strategists                    | weekly                              |          |                  |             |                |

| Action # | Actions for Implementation  | Person(s) Responsible                 | Timeline | Complete |
|----------|---|---------------------------------------|----------|----------|
| 8        | Utilize open teacher periods for MTSS push-in Tier I small-group support and gradual release. | Teachers, administration, strategists | weekly   |          |
| 9        | Utilize school-wide, cross-curricular writing process.  | Teachers, administration, strategists | daily    |          |

**Position Responsible:** Administration

**Resources Needed:** ELMS MAP course(s) for self-selected PD.

Math/ELA games, curriculum information for parents, MAP information for parents

MAP Assessments

Funding will come from the Strategic Budget

Shared Canvas Sandbox

Professional learning on "Soaring into Literacy" school wide literacy program

IXL

Moby Max

Think CERCA

Fastbridge

**Evidence Level**

Level 1: Strong: Carnegie Math EBI, Carnegie, Amplify Science

Level 2: Moderate: HMH Into Literature

Level 3: Promising: Analyze data (Edulastic), Exact Path

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

**Adult Learning Culture**

**Adult Learning Culture Areas of Strength**

*Teachers are good at one-way communication (100% of students receive 1 way documented communication in the form of emails). Teacher 1:1 conferences with Admin reflect two-way communication in the form of paper logs and calendar documents.*

**Adult Learning Culture Areas for Growth**

*Currently, the percentage of two-way parent communication stands at 68%. This baseline will serve as a reference point for measuring progress. Analyzing the existing data from the Teacher Contact Log Report is essential to understand how communication has been recorded and what types of interactions have occurred. Additionally, another area for growth is to help teachers move data from a written log to an electronic school-wide traceable format in IC.*

**Adult Learning Culture Equity Resource Supports**

| Student Group                    | Challenge   | Solution   |
|----------------------------------|---|--|
| <b>English Learners</b>          | Consistent communication with guardians due to language barriers. English learners face academic challenges as they continue to develop proficiency in the English language.  | Weighted funding will be used to provide family engagement services for parents and families of pupils who are ELs.  |
| <b>Foster/Homeless</b>           | Disruptions in housing can negatively affect academic achievement and/or attendance rates. These disruptions also affect consistent communication with guardians.   | The school counselor and safe school professional on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress.   |
| <b>Free and Reduced Lunch</b>    | N/A   | N/A  |
| <b>Migrant/Title1-C Eligible</b> | N/A   | N/A  |
| <b>Racial/Ethnic Minorities</b>  | 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. | Multicultural resources are incorporated into Tier I instruction to promote awareness and inclusivity.   |
| <b>Students with IEPs</b>        | 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.                                 | Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. |

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** There is a disparity between anecdotal and traceable data in parent two-way communication about student academic progress and growth.

**Critical Root Cause:** Teachers have reported a need for more time to contact parents, more comfort in making two-way phone calls to parents, and that parents are not available to take calls. There is also a lack of knowledge about how to document two-way communication correctly in IC.

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

**SMART Goal 1:** Increase the percentage of two-way parent communication with guardians from 68% of students from the end of the 2024-2025 school year to 80% by the end of the 2025-2026 school year as measured by the Teacher Contact Log Report.

**Aligns with District Goal**

**Formative Measures:** Teacher Contact Log Reports

| Improvement Strategy 1 Details  |  |                                       |                              |          | Reviews      |     |                |
|---|--|---------------------------------------|------------------------------|----------|--------------|-----|----------------|
| <p><b>Improvement Strategy 1:</b> 1) Provide training sessions on effective communication techniques with parents. This could include workshops on active listening, cultural competency, and using technology for outreach.<br/>           2) Establish a routine schedule for teachers to reach out to parents.<br/>           3) Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report monthly. Share "students with no contact" data with staff monthly.<br/>           4) Review individual teacher data during pre-conferences and mid-cycle reviews.<br/>           5) Review guidance on using the teacher contact log in IC.</p> |  |                                       |                              |          | Status Check |     | EOY Reflection |
|   |  |                                       |                              |          | Oct          | Feb | June           |
|   |  |                                       |                              |          | In progress  |     | In progress    |
| Action #  | Actions for Implementation   | Person(s) Responsible                 | Timeline                     | Complete |              |     |                |
| 1   | 150 Minutes of PLC time embedded within the master schedule Teacher Contact Log monitored by the admin   | Administration, teachers, strategists | on going                     |          |              |     |                |
| 2   | Provide PD for all on using that data to drive instruction and increase opportunities for two-way communication with parents.  | Administration, teachers, strategists | August 2025 - September 2025 |          |              |     |                |
| 3   | Learning/Behavior strategists will provide instructional coaching for teachers   | Strategists, teachers                 | on going                     |          |              |     |                |
| 4   | Set up a system for tracking teacher-parent interactions through the Teacher Contact Log Report every month. This will allow for adjustments in strategies based on what is working effectively. | Administration                        | monthly                      |          |              |     |                |
| <p><b>Position Responsible:</b> Administration<br/> <b>Resources Needed:</b> Teacher Contact Log in IC<br/>           Guide doc checklist</p> <p><b>Evidence Level</b><br/>           Level 4: Demonstrate Rationale: Infinite Campus Teacher Contact Log</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>  |  |                                       |                              |          |              |     |                |

## Connectedness

### Connectedness Areas of Strength

We have staff (behavior strategist, student success advocate designated to provide behavioral interventions and implement restorative justice practices.

Reduce the suspension rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

### Connectedness Areas for Growth

Decrease the number of students absent during 1st and 2nd hour. Decrease overall chronic absenteeism in all subgroups for all periods.

### Connectedness Equity Resource Supports

| Student Group                    | Challenge   | Solution   |
|----------------------------------|---|--|
| <b>English Learners</b>          | English learners face academic challenges as they continue to develop proficiency in the English language.  | Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.   |
| <b>Foster/Homeless</b>           | 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.   | The school counselor and safe school professional on campus will coordinate ongoing services and support, and monitor students' attendance, academic, and social/emotional progress. |
| <b>Free and Reduced Lunch</b>    | N/A   | N/A  |
| <b>Migrant/Title1-C Eligible</b> | N/A   | N/A  |
| <b>Racial/Ethnic Minorities</b>  | 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 behavior strategist to provide tiered interventions and acceleration for students.   |

| Student Group      | Challenge  | Solution   |
|--------------------|--|--|
| Students with IEPs | Students receiving special education services may experience academic and behavior challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content. | Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support. |

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Faiss MS has disproportionality of discipline among student groups.

**Critical Root Cause:** PBIS and behavioral expectations are not implemented with fidelity across the school environment. Students do not consistently feel they are being acknowledged for positive behaviors within our PBIS program.

**Inquiry Area 3:** Connectedness

**SMART Goal 1:** Reduce the suspension and/or expulsion rates for each student group to be less than a 10 percentage point difference from the student group enrollment during the 2025-2026 school year, as measured by school-wide behavior data.

**Aligns with District Goal**

**Formative Measures:** School-wide behavior data, TFI 3.0 data, walk through data

| Improvement Strategy 1 Details  |  |   |                       |          | Reviews  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
|---|--|---|-----------------------|----------|--|----------|----------------------------|-----------------------|----------|----------|---|---|---|------------------|--|---|--|---|------------------|--|---|---|--|-----------------------|--|---|---|--|----------|--|---|--|--|
| <b>Improvement Strategy 1:</b> Strengthen Tier I Positive Behavioral Interventions and Supports (PBIS) by identifying necessary action steps based on the results of the Tiered Fidelity Inventory (TFI) 3.0. |  |   |                       |          | Status Check   |          | EOY Reflection             |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
|   |  |   |                       |          | Oct  | Feb      | June                       |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
|   |  |   |                       |          | <table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Administer the TFI 3.0 to obtain baseline data.</td> <td>Administration, Behavior Strategist, MTSS Support Team member</td> <td>By June 30, 2025</td> <td></td> </tr> <tr> <td>2</td> <td>Based on the results of the TFI, prioritize one to three items for implementation focus.</td> <td>Administration, Behavior Strategist, MTSS Support Team member</td> <td>By June 30, 2025</td> <td></td> </tr> <tr> <td>3</td> <td>Administer the TFI 3.0 focused on the prioritized implementation items to monitor progress.</td> <td>Administration, Behavior Strategist, PBIS team</td> <td>By September 30, 2025</td> <td></td> </tr> <tr> <td>4</td> <td>Continuing to work on strengthening Tier I PBIS implementation.</td> <td>Administration, Behavior Strategist, PBIS team</td> <td>On going</td> <td></td> </tr> <tr> <td>5</td> <td>Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress.</td> <td>Administration, Behavior Strategist, PBIS team</td> <td>By January 30, 2025</td> <td></td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Administration, Behavior Strategist<br/> <b>Resources Needed:</b> Staff to assist with completing TFI, Tiered Fidelity Inventory</p> <p><b>Evidence Level</b><br/> <b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p> | Action # | Actions for Implementation | Person(s) Responsible | Timeline | Complete | 1 | Administer the TFI 3.0 to obtain baseline data. | Administration, Behavior Strategist, MTSS Support Team member | By June 30, 2025 |  | 2 | Based on the results of the TFI, prioritize one to three items for implementation focus. | Administration, Behavior Strategist, MTSS Support Team member | By June 30, 2025 |  | 3 | Administer the TFI 3.0 focused on the prioritized implementation items to monitor progress. | Administration, Behavior Strategist, PBIS team | By September 30, 2025 |  | 4 | Continuing to work on strengthening Tier I PBIS implementation. | Administration, Behavior Strategist, PBIS team | On going |  | 5 | Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress. | Administration, Behavior Strategist, PBIS team |
| Action #  | Actions for Implementation   | Person(s) Responsible   | Timeline              | Complete |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
| 1   | Administer the TFI 3.0 to obtain baseline data.  | Administration, Behavior Strategist, MTSS Support Team member | By June 30, 2025      |          |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
| 2   | Based on the results of the TFI, prioritize one to three items for implementation focus.     | Administration, Behavior Strategist, MTSS Support Team member | By June 30, 2025      |          |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
| 3   | Administer the TFI 3.0 focused on the prioritized implementation items to monitor progress.  | Administration, Behavior Strategist, PBIS team                | By September 30, 2025 |          |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
| 4   | Continuing to work on strengthening Tier I PBIS implementation.                              | Administration, Behavior Strategist, PBIS team                | On going              |          |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |
| 5   | Administer the TFI 3.0, focused on the prioritized implementation items to monitor progress. | Administration, Behavior Strategist, PBIS team                | By January 30, 2025   |          |  |          |                            |                       |          |          |   |   |   |                  |  |   |  |   |                  |  |   |   |  |                       |  |   |   |  |          |  |   |  |  |

# Priority Problem Statements

**Problem Statement 1:** There is a disparity between academic classroom grades and performance on SBAC and MAP scores across content areas.

**Critical Root Cause 1:** Differentiation of instruction among student performance levels is inconsistent which hinders the ability to enrich instruction for high performers as well as to re-teach instruction for lower performers.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** There is a disparity between anecdotal and traceable data in parent two-way communication about student academic progress and growth.

**Critical Root Cause 2:** Teachers have reported a need for more time to contact parents, more comfort in making two-way phone calls to parents, and that parents are not available to take calls. There is also a lack of knowledge about how to document two-way communication correctly in IC.

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

**Problem Statement 3:** Faiss MS has disproportionality of discipline among student groups.

**Critical Root Cause 3:** PBIS and behavioral expectations are not implemented with fidelity across the school environment. Students do not consistently feel they are being acknowledged for positive behaviors within our PBIS program.

**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
- WIDA ACCESS for ELLs
- Other
  - CRT Science
  - Carnegie Math
  - Exact Path
  - Student Attendance Data
  - Districtwide Survey Results
  - Panorama Education Survey
  - Signs of Suicide (8th grade)
  - Administration observation data
  - PLC Meetings
  - Tier I instructional rounds
  - Carnegie Math reports
  - HMH English Curriculum

## Adult Learning Culture

- Communications data
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Other
  - IC Teacher contact log for two-way communication with parents for communication-related to academic progress and growth
  - Faculty Senate members
  - Department Chairs
  - Department administrators
  - Learning/behavior strategists
  - 150 Minutes of PLC time embedded within the master schedule and prep minutes
  - Professional Development Days with Department curriculum alignment with embedded time to communicate with parents/guardians.

## Connectedness

- Behavior
- Demographic data
- Enrollment
- Other

- Faculty Senate Meetings/SOT/Leadership team minutes and agendas
- TFI Walkthrough data
- Behavior data -- by event, student, referring staff /frequency data (referrals, SWI, Expulsions, IHS)
- PBIS/5Star data
- PD Day agendas (PBIS)
- School Improvement Plan
- Climate survey
- Attendance data
- Nurse/Counselor/School Safe Professional/OSS logs

# Plan Notes

| Funding Source                 | Amount         | Purpose(s) for which funds are used  | Applicable Goal(s)                                     |
|--------------------------------|----------------|--|--|
| General Funds Allocation       | \$7,854,405.25 | Staffing, Professional Learning, Additional Resources for RTI, Supplies  | Student Success, Adult Learning Culture, Connectedness |
| At-Risk Weighted Allocation    | \$668,446.00   | Staffing, class size reduction, support block schedule   | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Allocation         | \$322,274.94   | Staffing, ELL instruction  | Student Success, Adult Learning Culture, Connectedness |
| General Carry Forward          | \$222,157.21   | Staffing   | Student Success, Adult Learning Culture, Connectedness |
| At-Risk Weighted Carry Forward | \$214,891.36   | Staffing, class size reduction, support block schedule<br>(Not accurate for the 24-25 school year. This number was based on the previous year. Funds are placed in allocation carry-forward reserves.) | Student Success, Adult Learning Culture, Connectedness |
| EL Weighted Carry Forward      | \$6,201.73     | Staffing, ELL instruction  | Student Success, Adult Learning Culture, Connectedness |
|                                |                |  |  |
|                                |                |  |  |
|                                |                |  |  |
|                                |                |  |  |

# Continuous Improvement Team

| <b>Team Role</b> | <b>Name</b>        | <b>Position</b>     |
|------------------|--------------------|---------------------|
| Student          | Zoey Munoz         | Student             |
| Community Member | Tori Sadiki        | Parent              |
| Support Staff    | Renaye Barnes      | Office Manager      |
| Co-CI Team Lead  | Jessica Beeghly    | Teacher             |
| CI Team Lead     | Shirley Cunningham | Assistant Principal |
| Required         | Roger West         | Principal           |