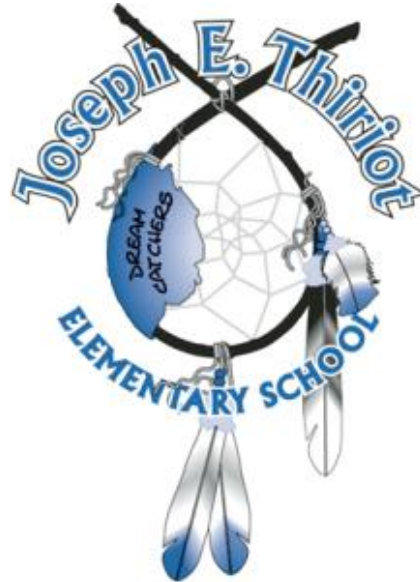


Clark County School District

Thiriot, Joseph E. ES

2025-2026 School Improvement Plan

Title I, ATSI



Mission Statement

At Thiriot Elementary School, we develop strong leaders and lifelong learners who make positive contributions to society through respect and responsibility.

Vision

I am a Dreamcatcher:

I do my best to get things done.

I take responsibility for my education and my actions.

I take pride in myself and my environment.

I am a positive example for others to follow.

I am a Leader!

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/joseph_e._thiriot_elementary_school/nspf/

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	10
Connectedness	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Inquiry Areas	17
Inquiry Area 1: Student Success	17
Inquiry Area 2: Adult Learning Culture	27
Inquiry Area 3: Connectedness	28
Schoolwide and Targeted Assistance Title I Elements	30
1.1: Comprehensive Needs Assessment	30
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	30
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	30
2.6: Address needs of all students, particularly at-risk	30
3.1: Annually evaluate the schoolwide plan	30
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	31
4.2: Offer flexible number of parent involvement meetings	31
Plan Notes	32
Continuous Improvement Team	33

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- On MAP Spring 2024 Math 63% of students K-5 met projected growth.
- On MAP Spring 2024 ELA 50% of students K-5 met projected growth.
- On MAP, the school's growth median in math was 68th percentile and 52% of students for the 2024-2025 school year.
- On MAP, the school's growth median in Reading was 52nd percentile and 53% of students for the 2024-2025 school year.

Student Success Areas for Growth

- On MAP Spring 2024 Math assessment 42% of students K-5 were proficient.
- On MAP Spring 2024 ELA assessment 39% of students K-5 were proficient.
- On MAP Spring 2025 Math assessment 43% of students K-5 were proficient.
- On MAP Spring 2023 ELA assessment 39% of students K-5 were proficient.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	With a large majority of our student population being ELL, we need more staff to give small group interventions and language acquisition skills to these students.	Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including Imagine Learning, Smarty Ants, and Exact Path. Provide translation to Spanish and other languages when possible. Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling. Provide after school tutoring. Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections. Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Student Group	Challenge	Solution
Foster/Homeless	We need to have a better way to identify the students in need to work with the families to provide resources and academic supports.	Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including, and Exact Path. Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling. Title 1 HOPE Liaison, services and outreach by Community in Schools liaison and counselor. Title I Licensed Extra Duty Site Liaison Provide after school tutoring. Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections. Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Student Group	Challenge	Solution
Free and Reduced Lunch	MTSS training to include supporting meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.	Utilize the Scaffolded Strategies Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including Smarty Ants/Exact Path. Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/teacher modeling. Provide after school tutoring. Breakfast After the Bell Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections. Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally. In addition, targeted intervention groups to focus on both deficits and strengths.	Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path. Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/ teacher modeling. Provide after school tutoring. Culturally competent teaching and library committee book selection. Implement hands-on Science / STEM curriculum to improve engagement and facilitate real world connections. Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Student Group	Challenge	Solution
Students with IEPs	Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.	Utilize the Language Support Handbook from the Envision math curriculum to apply proper language scaffolds into the everyday math curriculum. Utilize the Scaffolded Strategies Handbook associated with the HMH Into Reading curriculum. Give students access to supplemental programs that work with students in their specific areas of need including, and Smarty Ants/ Exact Path. Implement discourse strategies, Whole Brain Strategies, Total Physical Response, Sentence Stems, Accountable Talks, Word of the Wise, and peer/ teacher modeling Provide after school tutoring Extended School Year ESY Implement hands-on Science / STEM curriculum Amplify Science and Green Our Planet Hydroponics STEM program to improve engagement and facilitate real world connections. Apply principles from the Leader in Me and Kagan programs to academic, leadership, and social interactions.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our rate of ELA and Math proficiency does not increase at the same rate and the PLC process has not increased the rate proficiency at the rate we anticipated.

Critical Root Cause: Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven and focuses on how to respond to data. Adults at Thiriot Elementary School are working on how to implement all new curriculums and specifically getting to the small group portion of the curriculums.

Problem Statement 2: As evidenced by SBAC Test, the problem is ELs are performing below other identified student groups in ELA and Math SBAC Test.

Critical Root Cause: The low performance of ELs in language proficiency and content achievement is due to a lack of teacher understanding of language strategies and EL supports embedded into the curriculums.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Students showing growth on MAP assessment
- Students showing a positive growth on WIDA test
- Observations showing PLC meetings are happening and data is being analyzed

Adult Learning Culture Areas for Growth

- Effective PLC process that is data driven as evidenced by student achievement

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Strategic support with training related to SIOP and practices that support language for students.	Students will be given equitable access to instruction based on their specific needs. ELL strategist will be utilized to support newcomers.
Foster/Homeless	MTSS training to include meeting groups, individual staff-student relationship building, and check in/check out meetings to support the learner both academically and emotionally.	Students will use the district wide scope and sequence of Tier I instructional materials to reduce learning gap due to transiency.
Free and Reduced Lunch	PLC data needs to be analyzed to better support meeting groups, individual staff-student relationship building, and small group instruction to support the learner both academically and emotionally.	Students will be given equitable access to Tier I instructional materials.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	PLC data needs to be analyzed to better support meeting groups, individual staff-student relationship building, and small group instruction to support the learner both academically and emotionally.	Students will be given equitable access to Tier I materials and data related to all racial and ethnic minorities will be monitored and educational practices will be adjusted to.
Students with IEPs	Targeted support and training for staff on accommodations, modifications and meeting IEP goals to support each learner.	Students will be given equitable access to Tier I materials and specific academic needs will be addressed in the PLC process.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The school needs to understand and be trained on the small group components of the Tier I materials and how to respond to data during the PLC meetings.

Critical Root Cause: Adults at Thiriot Elementary have not been adequately trained in the small group portions of the Tier I materials, Additionally, adults are still learning the complete structure of the PLC process.

Connectedness

Connectedness Areas of Strength

Increase the amount of students who have supportive relationships (90% in winter).
Reduction in the amount of students who were red or yellow on Panorama.

Connectedness Areas for Growth

Increase the amount of students who can identify their emotions.
Increase the amount of students who know how to respond when they are feeling different emotions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Have SEL lessons that can be understood by all students. Increase need of wellness team members to help students identify and react to their emotions.	Students will be given equitable access to lessons and support based on their specific needs. Implement restorative practices and the habits from The Leader in Me. Provide services and outreach by Community in Schools Liaison and counselor.
Foster/Homeless	Have SEL lessons that can be understood by all students. Increase need of wellness team members to help students identify and react to their emotions.	Students will be given equitable access to lessons and support based on their specific needs. Provide language appropriate Kagan engagement, motivational strategies, and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. Implement restorative practices and the habits from The Leader in Me. Provide services and outreach by Community in Schools Liaison and counselor.

Student Group	Challenge	Solution
Free and Reduced Lunch	Have SEL lessons that can be understood by all students. Increase need of wellness team members to help students identify and react to their emotions.	Students will be given equitable access to lessons and support based on their specific needs. Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me. Provide language appropriate Kagan engagement strategies, motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. Implement restorative practices and the habits from The Leader in Me. Provide services and outreach by Community in Schools Liaison and counselor.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Have SEL lessons that can be understood by all students. Increase need of wellness team members to help students identify and react to their emotions.	Students will be given equitable access to lessons and support based on their specific needs. Model Kagan engagement strategies and leadership traits for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me. Provide culturally inclusive and appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. Implement restorative practices and the habits from The Leader in Me. Provide services and outreach by Community in Schools Liaison and counselor.

Student Group	Challenge	Solution
Students with IEPs	Have SEL lessons that can be understood by all students. Increase need of wellness team members to help students identify and react to their emotions.	Students will be given equitable access to lessons and support based on their specific needs. Model leadership traits and Kagan engagement strategies for all students to ensure confidence and understanding of the leadership traits involved with Leader in Me. Provide appropriate motivational strategies and leadership opportunities that teach and recognize students struggling with social skills, interpersonal communication, and taking responsibility for their own learning. Implement restorative practices and the habits from The Leader in Me. Provide services and outreach by Community in Schools Liaison and counselor.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The students have limited access to the wellness team and social emotional lessons specifically designed to recognize their emotions.

Critical Root Cause: The master schedule at Thiriot needs to have time on it for social emotional lessons.

Priority Problem Statements

Problem Statement 1: Our rate of ELA and Math proficiency does not increase at the same rate and the PLC process has not increased the rate proficiency at the rate we anticipated.

Critical Root Cause 1: Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven and focuses on how t respond to data. Adults at Thiriot Elementary School are working on how to implement all new curriculums and specifically getting to the small group portion of the curriculums.

Problem Statement 1 Areas: Student Success

Problem Statement 2: The school needs to understand and be trained on the small group components of the Tier I materials and how to respond to data during the PLC meetings.

Critical Root Cause 2: Adults at Thiriot Elementary have not been adequately trained in the small group portions of the Tier I materials, Additionally, adults are still learning the complete structure of the PLC process.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The students have limited access to the wellness team and social emotional lessons specifically designed to recognize their emotions.

Critical Root Cause 3: The master schedule at Thiriot needs to have time on it for social emotional lessons.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Grades
- MAP Growth Assessment
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - Panorama / District-wide survey results
 - Envision
 - Long Range Plans reviews and Grade Distribution

Adult Learning Culture

- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Other
 - Observations
 - HMH and Amplify support
 - RTI agenda and minutes
 - PD Schedules

Connectedness

- Community surveys and/or other feedback
- Perception/survey data
- Social Emotional Learning Data
- Other
 - FocusEd
 - Raise Hand from Panorama conversations
 - Leader in Me Measurable Results Assessment survey

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: ELA

Increase the percentage of students proficient on the MAP Growth assessment in ELA from 53% to 60% in 2025-2026.

Aligns with District Goal

Formative Measures: MAP

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teach standards-based lessons through the implementation of HMH Into Reading , (Elementary), Core 95 Phonics for Tier I & II, Exact Path,and CCSD Pacing Guide Long Range Planning in Professional Learning Communities. Re-implement What I Need (WIN) differentiated block Core 95 Phonics, Professional Development LETRS strategies, as well as school wide reading goal setting.				Status Check		EOY Reflection
				Oct	Feb	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide ongoing professional development, coaching, and mentoring while implementing HMH Into Reading to improve the rigor of daily Tier 1 reading instruction, using instructional resources that align with the NVACS and target increased cognitive demand.	Admin and Strategist	25-26 School year			
2	Provide professional development to implement Exact Path (Elementary) as interventions during Tier II and Tier III instruction.	Admin and Strategist	August 2025			
3	Evaluate and utilize quality resources, lessons, student tasks, assessments, interventions, and instructional strategies that align with Nevada Academic Content Standards in ELA instruction.	Admin	25-26 School Year			
4	Provide ELA MTSS interventions for Tier 2 and Tier 3 students based on EasyCBM and MAP benchmark assessments. Implement HMH Into Reading curriculum to improve the rigor of daily Tier I reading instruction.	Strategist and classroom teachers	25-26 School Year			
5	Continue weekly grade level PLCs meetings	All Licensed Staff	25-26 School year			
Position Responsible: Administration Resources Needed: At Risk Budget: class size reduction teachers EL Budget: class size reduction teachers						

General Budget: Learning strategist Read by Grade 3, K-5 teachers, specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff

Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies

No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong: Core 95 Phonics, Leveled Literacy Intervention (LLI), MTSS

Level 2: Moderate: HMH Reading, Professional Learning Communities (PLC), Flying Start

Level 3: Promising: Exact Path, MyOn, AR

Problem Statements/Critical Root Cause: Student Success 1

In progress	No review	
-------------	-----------	--

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our rate of ELA and Math proficiency does not increase at the same rate and the PLC process has not increased the rate proficiency at the rate we anticipated. Critical Root Cause: Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven and focuses on how t respond to data. Adults at Thiriot Elementary School are working on how to implement all new curriculums and specifically getting to the small group portion of the curriculums.

Inquiry Area 1: Student Success

SMART Goal 2: Math

Increase the percentage of students proficient on the MAP Growth assessment in Math from 52% to 62% in 2025-2026.

Aligns with District Goal

Formative Measures: Envisions Assessments
Classroom Observations
NWEA MAP

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teach standards-based lessons through the implementation of Envision 2.0 and ExactPath Mathematics supplemental materials as guided by Long Range Plans in Professional Learning Communities. Small group differentiated instruction and math fact fluency school-wide goal setting.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Implement productive PLC with data driven discussions Provide RTI interventions for Tier 2 and 3 students. Implement supplemental math curriculum to improve the rigor of daily Tier I and intervention instruction.	All Licensed Staff	25-26 School Year			
2	Utilize Title I Site Liaison Extra Duty to monitor student progress and adjust student support as needed. Implement Exact Path Mathematics program as an intervention.	Title 1 Site Liaisons	25-26 School Year			
3	Continue weekly grade level PLCs Meetings	All Licensed Staff	25-26 School Year			
4	Implement small group differentiated instruction and math fact fluency school-wide goal setting.	All Licensed Staff	25-26 School Year			
Position Responsible: Administration Resources Needed: Resources Needed: At Risk Budget: class size reduction teachers EL Budget: class size reduction teachers General Budget: Learning strategist Read by Grade 3, 23 K-5 teachers, 4 specialist teachers, GATE teacher, SHA, PE IA, office staff, administrators, custodial, and supplies; Learning strategist; prep periods for PLCs and instructional rounds; Success Learner Advocate (Liaison for EL budget); general supplies for implementation of intervention programs; Extra duty licensed, teacher substitutes, prep periods, extra duty support staff Title I Budget: 2 class-size reduction teachers; Math Strategist; Instructional Assistant to provide small group instruction during intervention block; 2 extra duty support staff; Title I licensed extra duty site liaison; Licensed extra duty for reading and STEAM tutors; licensed extra duty Math tutors, STEAM tutoring; 2 Communities in School site coordinators; chromebooks, Capstone PebbleGo, materials and supplies; PISA - materials and supplies Programs purchased: Imagine Learning; BrainPop EL; Flocabulary No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: Professional Learning Communities (PLC) Level 3: Promising: Envisions 2.0, Exact Path Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Our rate of ELA and Math proficiency does not increase at the same rate and the PLC process has not increased the rate proficiency at the rate we anticipated. Critical Root Cause: Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven and focuses on how t respond to data. Adults at Thiriot Elementary School are working on how to implement all new curriculums and specifically getting to the small group portion of the curriculums.

Inquiry Area 1: Student Success

SMART Goal 3: Science

Increase the percent of students proficient on SBAC in Science from 7% to 30% in 2025-2026.

Aligns with District Goal

Formative Measures: Amplify Assessments
Classroom Observations
SBAC

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teach standards-based lessons through the implementation of Amplify Science, Green Our Planet Hydroponics STEM Program and supplemental materials as guided by Long Range Planning in Professional Learning Communities.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide ongoing professional development, coaching, and mentoring while implementing Amplify Science to improve the rigor of daily Tier 1 science instruction, using instructional resources that align with the NVACS and target increased cognitive demand.	Admin and Strategist	25-26 School Year			
2	Implement Amplify Science instruction K-5.	All Licensed Staff	25-26 School Year			
3	Continue weekly grade level PLCs	All Licensed Staff	25-26 School Year			
Position Responsible: Administration Resources Needed: Training on Amplify and an updated Master Schedule with the time allocated for Amplify. No Additional Cost: Weekly grade level and vertical PLC meetings; HMH Into Reading curriculum & PD; Series Craft; MAP benchmarking assessments; Read Well Intervention Program; coaching; planning; Smarty Ants/Exact Path, Amplify Science, Envisions math curriculum Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Amplify Science Level 2: Moderate: Professional Learning Communities (PLC) Level 4: Demonstrate Rationale: Green Our Planet Hydroponics STEM Program, Leader in Me Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 1: Our rate of ELA and Math proficiency does not increase at the same rate and the PLC process has not increased the rate proficiency at the rate we anticipated. Critical Root Cause: Adults at Thiriot Elementary are working on utilizing a productive PLC process that is data driven and focuses on how t respond to data. Adults at Thiriot Elementary School are working on how to implement all new curriculums and specifically getting to the small group portion of the curriculums.

Inquiry Area 1: Student Success

SMART Goal 4: Increase the percentage of English Language proficient in ELA SBAC from 30.4% in 2025 to 40% by 2026, as measured by the ELA SBAC Test.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students.				Status Check		EOY Reflection
				Oct	Feb	June
				No Review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Aligned to Goal 2, Improvement Strategy 1: Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	25-26 School Year			
2	Aligned to Goal 2, Improvement Strategy 1: Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator.	25-26 School Year			
3	Aligned to Goal 2, Improvement Strategy 1: 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.	25-26 School Year			
Position Responsible: Administration						
Resources Needed: ULD professional learning series Tier I Monitoring Tool						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2						
Evidence Level						

Inquiry Area 1: Student Success

SMART Goal 5: Increase the percentage of English Language proficient in Math SBAC from 25/3% in 2025 to 35% BY 2026, as measured by Math SBAC Test.

Aligns with District Goal

Formative Measures: Summit K12
MAP projected proficiency data
Grades and/or classroom assessments

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Teach staff embedded EL strategies within the curriculum while additionally implementing Summit K12 with targeted students.				Status Check		EOY Reflection
				Oct	Feb	June
				No Review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Aligned to Goal 2, Improvement Strategy 1: Ensure all teachers and administrators complete CCSD's adopted Language Development Approach, Understanding Language Development (ULD).	School leadership team, learning strategist, teachers	25-26 School Year			
2	Aligned to Goal 2, Improvement Strategy 1: Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, learning strategist, teachers, EL School Support Coordinator	25-26 School Year			
3	Aligned to Goal 2, Improvement Strategy 1: 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.	25-26 School Year			
Position Responsible: Administration Resources Needed: ULD professional learning series Tier I Monitoring Tool Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level						

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 75% of the weekly grade level will hold a PLC meeting will use data to respond to academic concerns to drive further instruction. They will answer the fundamental questions of the PLC. This will be shown by observations of the PLCs and an increase of student achievement while using the Tier I instructional materials.

Aligns with District Goal

Formative Measures: PLC Agendas and Minutes

Improvement Strategy 1 Details				Reviews																		
Improvement Strategy 1: Implement professional learning communities on a weekly basis. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Updated Master schedule</td><td>Admin and Strategist</td><td>July 2025</td></tr><tr><td>2</td><td>Rework the RTI/MTSS systems and procedures</td><td>Admin, Strategist, and MTSS Chairs</td><td>August 2025</td></tr><tr><td>3</td><td>Additional training on deficit based instruction and Fastbridge</td><td>Admin and Strategist</td><td>25-26 School Year</td></tr></table> Position Responsible: Administration Resources Needed: Master schedule revamp General budget: Additional ELL strategist, RBG3, math strategist, and 2 ELA interventionist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Updated Master schedule	Admin and Strategist	July 2025	2	Rework the RTI/MTSS systems and procedures	Admin, Strategist, and MTSS Chairs	August 2025	3	Additional training on deficit based instruction and Fastbridge	Admin and Strategist	25-26 School Year	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline															
				1	Updated Master schedule	Admin and Strategist	July 2025															
				2	Rework the RTI/MTSS systems and procedures	Admin, Strategist, and MTSS Chairs	August 2025															
				3	Additional training on deficit based instruction and Fastbridge	Admin and Strategist	25-26 School Year															
Oct	Feb	June																				
In progress	No review																					

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: The school needs to understand and be trained on the small group components of the Tier I materials and how to respond to data during the PLC meetings. Critical Root Cause: Adults at Thiriot Elementary have not been adequately trained in the small group portions of the Tier I materials, Additionally, adults are still learning the complete structure of the PLC process.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase favorable responses on the Panorama Survey of 3rd-5th grade students under social awareness on the questions of during the past 30 days how clearly were you able to describe your feelings from 45% to 55%.

Aligns with District Goal

Formative Measures: Wellness Agenda and Minutes

Counselors observations

Panorama

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Utilize the MTSS Team to target individual students who responded unfavorably to Emotional Regulation on the Panorama Data Survey.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	MTSS behavior matrix with interventions revamped and teachers given professional development on it.	Admin and Strategist	25-26 School Year			
2	Student groups will meet with counselor and community in schools liaison to focus on social emotional learning/ regulation techniques.	Counselor and CIS	25-26 School Year			
3	The MTSS team will meet monthly to address behavior trends they are noticing and will implement strategies and interventions to prevent/ stop them from happening.	MTSS Team and Admin	25-26 School Year			
Position Responsible: Administration Resources Needed: Social emotional learning curriculum. Access to Leader in Me Curriculum and activities. Accumulated MTSS resources for interventionists and teachers to use. Access to PBIS strategies and expectations for teachers to utilize and model. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: MTSS, Positive Behavior Interventions and Supports (PBIS) Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The students have limited access to the wellness team and social emotional lessons specifically designed to recognize their emotions. Critical Root Cause: The master schedule at Thiriot needs to have time on it for social emotional lessons.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The school SOT team met monthly to discuss the needs at Thiriot elementary school. Each grade level was represented and that person met with them to bring back the information.

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

The parents and community members discussed their feedback at the SOT meetings. Additionally we used the district wide survey to give us feedback from additional stakeholders.

2.2: Regular monitoring and revision

During Act 2 (September-October and January -February): Navigating Our Course, CI teams will monitor progress toward achieving goals by engaging in the Now, Next, Need question protocol as data is analyzed and plan implementation is reflected upon. Real-time adjustments will be made, as needed, to ensure the plan results in the intended improvements. The outcomes of this analysis will be documented in the Status Checks section of this plan and posted on school websites to serve as a communication tool with the school community.

2.3: Available to parents and community in an understandable format and language

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Title 1 funding is used for additionally staffing to lower class sizes for our students.

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

Refer to the Community Outreach Activities table for parent involvement opportunities.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$4749439.43	Staffing, supplies, tutoring	1,2,3
At-Risk Weighted Allocation	\$254829.10	Staffing	1,2,3
EL Weighted Allocation	\$615297.77	Staffing	1,2,3
General Carry Forward	\$975833.37	Staffing	1,2,3
At-Risk Weighted Carry Forward	\$54447.68	Staffing and supplies	1,2,3
EL Weighted Carry Forward	\$85013.20	Staffing and supplies	1,2,3
Title IA	\$324900.00	Staffing and programs	1,2,3

Continuous Improvement Team

Team Role	Name	Position
CI Parent Team Member	Evan Trinko	Parent
CI Support Staff Team Member	James Reynolds	SBT
CI Team Member	Brittany Trubatch	RBG3
CI Team Member	Laurie Jones	Strategist
CI Team Member	Shawna Blackburn	Strategist
CI Team Member	Sarah Fender	Assistant Principal
CI Team Lead	Patrick White	Assistant Principal
Required	Shalynn Tinkel	Principal