Clark County School District

Hinman, Edna F. ES

Classification: 2 Star School

Title I, CSI

2025-2026 School Improvement Plan

District Approval Date:
March 8, 2026

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Mission Statement

We are committed to providing collaborative learning, embracing diversity, and maximizing the potential of each individual to prepare our students for college and readiness.

Vision

At Hinman, College is not just a dream...it is our plan.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Our MAP data indicated an increase in our student growth MGP in Math for multiple grade levels. Our 2024-25 MAP growth data showed an increase in kindergarten from 26th to 53rd, Second grade from 41st to 57th, and Fourth grade from 39th to 47th achievement from Fall to Spring. CCSD's growth goal is to be above 50% percentile, Hinman Elementary scored a median growth percentile of 57%.

Areas for Growth

Our MAP scores indicate our first grade and third grade classes scored the lowest in MAP Math. Our first grade students did not show growth from Fall to Spring for the 2024-25 school year. First grade scored in the 47th percentile in the Fall benchmark, and decreased to the 44th percentile in the Spring MAP Math assessment. Our third grade classes scored in the 44th percentile in the Fall MAP Math Assessment, and showed 0 percent growth in the Spring.

Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	100% LEP Non Proficient 31% Proficient Non LEP/69% Non LEP 31% Gap Overall 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: RBG3 will pull all ELL students 4 times a week in a Tier III group to ensure their academic vocabulary will meet grade level content. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.
Foster/Homeless	No data available, but students are being supported. Our shared housing students often suffer from school anxiety and poor attendance due to the stresses of their living situation.	School counselor will pull small groups bi-monthly to ensure these students feel secure at school and regularly attend school.

Free and Reduced Lunch	No data available, but students are being supported. Students face challenges related to the hierarchy of basic needs which can affect their ability to fully engage in academic learning.	After school clubs and athletics will be provided 4 days a week at school by Hinman staff.
Racial/Ethnic Minorities	No data available, but students are being supported. Data indicates that our students are experiencing academic performance gaps. These disparities highlight the need for equitable access to high quality instruction.	Hinman will utilize the strategist to provide Tiered interventions for our students. The school purchased Exact Path to provided tiered interventions and acceleration minutes for our students.
Students with IEPs	14% Proficient 86% Non LEP -IEP 35% Proficient 65% Non LEP - NONLEP Hinman has 33% of our school population receiving IEP services. Due to the need for support, students may have gaps in foundational knowledge.	The Special Education Facilitator will provide PD for our Special Education teachers on our Tier 1 instruction and interventions. They will adapt their instruction to meet their individual needs.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.	Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.
2 ★	Problem Statement: AB 335: As evidenced by Reading MAP data, the problem is ELs are performing below other identified student groups in our school district.	The low performance of ELs in language proficiency and content achievement is due to lack of instructional training in Summit K12

★ = Priority

Adult Learning Culture

Areas of Strength

Teachers are open to using the Teaching and Learning Cycle to increase instructional planning to support their students' instructional needs. Hinman has designated a PLC room for staff to meet and collaborate twice a week, using Tier I instructional materials, to continue instructional planning. The Hinman administration conducted instructional walks using Focal Point observation tools and determined that 88.5% of teachers implemented Tier I instruction for the 2024-25 school year.

Areas for Growth

Continue to provide opportunities for teachers to review and discuss Tier 1 data to improve student academic growth and outcomes. All students should receive high-quality Tier 1 instruction. Hinman will continue to provide PD with our HMH instructional coach for our Special Education Teachers. Hinman will ensure all teachers have access to the Tier I materials for students.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	100% LEP Non Proficient 31% Proficient Non LEP/69% Non LEP 31% Gap Overall 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: RBG3 will pull all ELL students 4 times a week in a Tier III group to ensure their academic vocabulary will meet grade level content. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.
Foster/Homeless	No data available, but students are being supported. Hinman currently does not have any students identified as foster/homeless.	School counselors will pull small groups once a month to ensure these students understand their next goal. She will create a survey for students and parents to request assistance. She will communicate with staff on individual Panorama results to keep consistency throughout our school.
	No data available, but students are being supported. Students	

Free and Reduced Lunch	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.	Hinman Teachers will provide after-school clubs to help our students feel like they belong and encourage them to make friends. The counselor will look at the data from the panorama survey to see if these clubs are successful.
Racial/Ethnic Minorities	Students feel the environment is not inclusive and/or that their cultural differences are not valued or recognized.	After school support will be provided by staff to encourage our students' vocabulary meet grade level standards. Exact Path will be utilized so teachers can see their academic growth.
Students with IEPs	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.	The Special Education Facilitator will provide PD for our Special Education teachers on our Tier 1 instruction and interventions. They will tailor their instruction to meet the individual needs of each student. The facilitator will assist teachers in unwrapping the standards and modify lessons to meet the individual needs of their students.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners.	PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.

★ = Priority

Connectedness

Areas of Strength

A school-wide PBIS system has been developed to address the following:

1. *School expectations (HALLS, FLUSH, GARDEN, Be Respectful, Be Responsible, Be Kind)*
2. *Behavior Matrix (Tier I, Tier II, Tier III)*
3. *Calm down room (Zen Den)*
4. *Student Recognition/Incentives (Husky Hutt, Husky of the Month, Attendance)*

Areas for Growth

According to the CCSD District Survey students feel safe; however, they feel threatened to be hurt by other students. According to the TFI 3.0 Survey, ours staff are unaware our PBIS implementation and how it supports our school improvement goals.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	100% LEP Non Proficient 31% Proficient Non LEP/69% Non LEP 31% Gap Overall 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: RBG3 will pull all ELL students 4 times a week in a Tier III group to ensure their academic vocabulary will meet grade level content. Weighted funding will be used to provide site-specific professional learning focused on effectively planning instruction to support ELs.
Foster/Homeless	No data available, but students are being supported. At this time we do not have any foster/homeless students. If we do receive any we have a plan in place to support them.	Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Stanford Harmony and SEL lessons to build their classroom community.

Free and Reduced Lunch	Students who receive 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 their academic achievement.	The teachers will make positive phone calls to homes to make a connection with families. The teachers will meet outside before and after school on the black top to greet families and make sure all students get home. For discipline matters, teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will utilize Stanford Harmony and SEL lessons to foster a strong classroom community.
Racial/Ethnic Minorities	Data indicate 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.	Teachers will utilize Class Dojo and phone calls for all Level 1 infractions. The school counselor will support all Level 2 infractions. School administration will support Level 3 infractions. All teachers will use Harmony and SEL lessons to build their classroom community. The teachers will meet with families during conference time to help families understand their child(ren) MAP data and what their goals are.
Students with IEPs	Due to the need for individualized support, students may have gaps in foundational knowledge.	All teachers will use Harmony and SEL lessons to build their classroom community. Teachers will communicate with families via Class Dojo to share positives and milestones that their child(ren). Teachers will utilize Core 95 lessons to support the needs of their students who have an IEP.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students lack the ability to effectively communicate with staff members and students to solve conflicts.	Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.	Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.
2 ★	PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners.	PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.
3 ★	Students lack the ability to effectively communicate with staff members and students to solve conflicts.	Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations.
4 ★	Problem Statement: AB 335: As evidenced by Reading MAP data, the problem is ELs are performing below other identified student groups in our school district.	The low performance of ELs in language proficiency and content achievement is due to lack of instructional training in Summit K12

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Curriculum Based Measures**
- [x] **Early reading assessment results**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **MAP Growth Assessment**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**
- [x] **WIDA Screener**
- [x] **Other**

  Panorama, Focused, and IC data

  Review of Core 95, HMH Into Reading

Adult Learning Culture

- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **School department and/or faculty meeting discussions and data**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**

- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **Social Emotional Learning Data**
- [x] **Other**

SOT Meetings, FocusED, IC, Panorama, TFI 3.0 Survey

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

Increase the percentage of students meeting/exceeding growth projections in Reading from 33% (Fall 2025) to 41% (Spring 2026), as measured by MAP Growth Assessments with a threshold of 61st percentile.

Formative Measures: Use our Title 1 funds to provide PLC teaching and learning cycle to analyze our data and provide high quality tier 1 instruction.

Improvement Strategy 1

Taking time with students to set goals before MAP testing to set proficiency goals.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	After observation walks and PLC meetings we know that our students do not own their data. Teachers will give immediate feedback to students if they meet their goal. Plan PD and check-ins with each student to set small term goals and MAP proficiency goals before testing. Making sure our families know what dates we are testing to ensure their students are present and prepared. Staff take the time to set a MAP goal and the students know what that goal is. Staff and students take practice assessments to build stamina so that they do not rush during the assessment.	Classroom Teachers	3 times a year (fall, winter, spring)	
2	AB 335 Student Success Improvement Strategy: Strategy [1]: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. Action Step 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, RBG3, teachers.	Completed by December 2025.	

Position Responsible: Classroom Teacher

Resources Needed: MAP Data
Teaching and Learning Expectations for Tier II Instruction
Student assessment and progress monitoring data
Monitoring tool data

Evidence Level

Level 1: Strong:
95 Core Phonics

Problem Statements: Student Success 1

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 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students are 1-2 years behind academically due to the lack of phonological awareness and comprehension.	Teachers are not meeting with Tier 2 and Tier 3 students to provide small group instruction at their instructional level.

SMART Goal 2

SMART Goal 2: Assembly Bill 335 (AB 335): Place for the EL-focused goal.
AB 335 Student Success Goals: State and language proficiency assessments must be included.
Addressing all three assessments below must be represented in the goal statement(s).

ELA Summative Assessment- ELA SBAC Summative Assessment States that 4 Students are proficient out of 21 students. 54 students not LEP are proficient out of 142.
Mathematics Summative Assessment- Math SBAC Summative Assessment states that 5 students are proficient out of 21 students. 41 students not LEP are proficent out of 142.
Language Summative Assessment- WIDA Assessment shows 1 student reached graduation, 2 students are bridging, and 8 students are explanding. 23 students are not proficient or approaching proficiency in the WIDA Assessment out of 34 total students.

Formative Measures: Increase the percentage of EL proficient in Reading from 22% in 2024-25 to 25% by 2025-26, as measured by MAP projected proficiency.
Formative Measures: From Fall 2024-Spring 2025 the number of LEP students who reached profiency were 8 students and 24 did not reach proficiency in Reading.
MAP projected proficiency data-Fall 2025-2026 MAP Reading Projected Profiency Data states that one of our LEP students will reach proficiency by the Winter MAP Reading Projected Profiency out of 22.

Improvement Strategy 1

AB335: 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 December 2025.	
2	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.	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.	

Position Responsible: Admin Team

Resources Needed: ULD professional learning series
Tier I Monitoring Tool

Evidence Level

Level 2: Moderate:
HMH English

Problem Statements: Student Success 2

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**

Improvement Strategy 2

AB335: 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.	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: Admin Team

Resources Needed: FLS instructional materials, QTEL Newcomer Curriculum. Summit K12

Evidence Level

Level 2: Moderate:
QTEL

Level 3: Promising:
Summit K-12

Problem Statements: Student Success 2

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 Student Success

	Problem Statement	Root Cause
2	Problem Statement: AB 335: As evidenced by Reading MAP data, the problem is ELs are performing below other identified student groups in our school district.	The low performance of ELs in language proficiency and content achievement is due to lack of instructional training in Summit K12

Inquiry Area 2

Adult Learning Culture

SMART Goal 1 ☑ Aligns with District Goal

By the end of the school year 2025, 90% of the teacher-led PLC meetings will follow the school-wide data meeting structure to maintain data across all grade levels as measured by PLC observations.

Formative Measures: Focus Ed

Improvement Strategy 1

Building leadership capacity within the leadership team through professional development using the PLC+ structure to improve data cycles.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Through region meetings and PLC+ collaboration we will create and provide a school wide data collection PLC form. Meet with the leadership team to provide professional development to understand the cycles of an effective PLC meeting. Leadership team will be accountable throughout each meeting to ensure all staff sets goals for their students.	Classroom Teachers, Leadership	Weekly on Tuesdays	

Position Responsible: Classroom teacher, Leadership

Resources Needed: PLC+ Playbook
Norms and Room 66 for all meetings
Google Calendar invites for accountability
Additional Resources:
Teaching and Learning Expectations for PLCs (Plan and Analyze)
Student assessment and progress monitoring data
Monitoring tool data
District personnel for Saturday institutes

Evidence Level

Level 1: Strong:
Build a committed staff and provide professional development, Multi-Tiered Systems of Support (MTSS), 95 Phonics Core Program

Level 3: Promising:
Analyze data in PLCs

Problem Statements: Adult Learning Culture 1

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

Status Checks

October	February	June
In progress	In progress	

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	PLC teams are not leading their PLC meetings in a complete data cycle therefore, lacking purposeful planning in order to meet the needs of all learners.	PLC teams lack fidelity in ELA Tier II instruction, Core 95 PLL, and leading effective PLC meetings.

SMART Goal 2

By the end of the school year 2025, teachers will be trained how to use the Summit K12 program to support our EL students.

Formative Measures: Currently, our strategist monitors the program but all teachers will be trained on how to use the program to support our EL students.

Improvement Strategy 1

AB 335 Student Success Actions for Implementation Action Step 2: Aligned to Goal 2, Monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Leadership team teachers will monitor implementation of English learner support in Tier I by participating in instructional rounds utilizing the Tier I monitoring tool.	School leadership team, RBG3, teachers, EL School Support Coordinator.	Two times during the 2025-2026 school year, September and January.	

Position Responsible: Leadership Team and Administrators

Resources Needed: Focal Point Tier I Monitoring Tool

Evidence Level

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.6

Status Checks

October	February	June
Implemented	In progress	

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	Problem Statement: AB 335: As evidenced by Reading MAP data, the problem is ELs are performing below other identified student groups in our school district.	The low performance of ELs in language proficiency and content achievement is due to lack of instructional training in Summit K12

Inquiry Area 3

Connectedness

SMART Goal 1 ✅ Aligns with District Goal

In the 2024-25 school year we decreased our IC referrals from 330 to 116. However, our IC referrals reflected 92 of 116 were Tier I and Tier II behaviors. In the 2025-26 school year Hinman will reduce Tier I referrals by 50%

Formative Measures: Panorama Surveys, PD by counselor on de-escalation skills and small group lessons with counselor

Improvement Strategy 1

We would like to continue to decrease the number of office referrals by providing Multi-Tiered Systems of Support (MTSS) for behavior.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Training staff during PD and teachable moments when a referral should be done to the office. Training staff the difference between minor vs. major incidents Training new staff on how the Hinman staff deals with difficult students (purple folder) Training staff to do restorative justice circles and classroom meetings which will help students feel safe while on campus. Utilize the MTSS and PBIS strategies Training staff and students on the word bullying so that students feel safe at school (Bully vs Bother)	Counselor and Administration	Staff Development Day, Class room lessons, Panorama surveys 3 times a year.	

Position Responsible: Counselor and Administration

Resources Needed: Avid books
Minor vs Major Powerpoint
How to fill out an IC referral

Evidence Level

Level 1: Strong:
MTSS

Problem Statements: Connectedness 1

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

Status Checks

October	February	June
In progress	In progress	

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students lack the ability to effectively communicate with staff members and students to solve conflicts.	Based on the TFI 3.0 survey, our school community lacks an understanding of our school-wide behavioral expectations.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

The administration team meets with the leadership team and with grade level teams to discuss Map Data, RTI, student goal setting.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The administration meets with teachers during staff meetings, SOT, and Title I parents meetings to discuss school and student performance. During these meetings, feedback is provide by staff and parents to make data driven decisions.

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.

During Act 2, Status Check our students are continuing to make growth within the MAP Reading and Math assessment; however, not all grade levels are reaching the 61st percentile. Hinman will use the AB 495 Grant to meet with our third-, fourth-, and fifth-grade students on a Saturday to jump-start our SBAC bootcamp.

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 I funds were utilized to purchase a teaching position to reduce class size in 5th grade. Funds were also utilized to

provide teacher prep buyouts for weekly PLC meetings. Funds were used for teacher collaboration for LETRS professional development.

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.

5.1 Determine which students will be served by following local policy

N/A

All students will be served by local policy.

Plan Notes

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	$3,160,997.02	Staff Salaries	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
At-Risk Weighted Allocation	$252,037.02	General Supplies, staffing	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
EL Weighted Allocation	$96,615.36	Split funded staff positions	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
General Carry Forward	$609,361.52	Pay for a Licensed position (Interventionist)	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
At-Risk Weighted Carry Forward	$481,031.92	General Supplies	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
EL Weighted Carry Forward	$ 1003.55	EL, Programs	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)
Title IA	$180,292.00	Funding for class size reduction, PLC, and LETRS PD	2.4, 2.5, 2.6, 4.1, 4.2 (Inquiry 1)

Teams

Teams

Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
February 5, 2026 @ 8:00 AM	Hinman	Feb 5, 2026 Stakeholder signatures.pdf	_Leadership Meeting 2.05.26.pdf
September 26, 2025 @ 8:00 AM	School	Act 2 Status Check Sign-in.pdf	doc02088020251013154233.pdf

Members

First Name	Last Name	Position	Committee Role
Christine	Dessormeau	Assistant Principal	Member
Brynn	Gigli	Teacher	Member
Lisa	Hansen	Teacher	Member
Chantel	Grape	Teacher	Member
Ashley	Bradford	Teacher	Member
Gretchen	Byers	Teacher	Member
Rheannyn	McCollom	Teacher	Member
Christina	Bennett	Teacher	Member
Stephanie	Stanton	Teacher	Member
Gretchen	Matthews	Teacher	CI Team Lead
David	Copenbarger	Principal	Required

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	June 2025	No SOT Held
Title I Meeting	August	Title I Plan Approval
SOT Meeting	**September**	**Approved 2025-26 School Budget** **Title I Budget**
SOT Meeting	October	Fall Data Review SIP Review
SOT Meeting	November	SOT Initial Training for New SOT team MAP testing and goal setting SIP Act 2 Status
Family Engagement Night	December	Movie Night
SOT Meeting	December	Hiring for positions, Fundraisers, MAP results, Student Code of Conduct
SOT Meeting	January 2026	Budget and Staffing Review
Title 1 Parent Meeting	January	Budget Meeting
APEX Fun Run Parent Engagement	January	Fun raiser and parent support
SOT Budget Meeting	February	Budget meeting for Title1 and strategic budget