

Clark County School District
Newton, Ulis ES
2026-2027 School Improvement Plan



District Approval Date: August 6, 2026

Mission Statement

Our mission at Newton Elementary School is to foster an environment, consisting of students, parents, staff, and community, who will work cooperatively to create a positive, goal-oriented atmosphere that results in students reaching their full potential as lifelong learners.

Vision

Newton is a place where ALL members are **Connected** through **Caring** interactions and **Committed** to High Achievement.

Motto: Celebrating 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/ulis_newton_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

We have shown growth in almost all grade levels and we have maintained progress for many grade levels in Math & Reading as shown by our MAP scores. 58% proficiency in Math & 61% in Reading. We are seeing growth in most grade levels: Kinder, 1st, and 3rd all showed growth for over 60% of students in Math for Spring MAP and 1st, 2nd, and 3rd grade all showed growth for over 60% of their students in Reading.

Student Success Areas for Growth

Our Mathematics proficiency for the 61st percentile is at 58% and our Reading proficiency for the 61st percentile is over 60%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We have a small number of language learners but they are not always being supported and engaged and showing progress. We utilize Summit Learning as well as our Tier 2 and Tier 3 materials for our Reading and Math curriculum	We have teachers review ELL students and Imagine Learning progress. We have boot camp and tutoring specific for language learners. We had multiple professional development sessions on how to determine WIDA levels and abilities/access levels. Additionally, we have tutoring for students levels 1-3 on WIDA. And we are working on the Summit NV program to ensure all EL students get 50-60 minutes weekly.

Student Group	Challenge	Solution
Foster/Homeless	The number of these students has increased and students and families are being supported through our MTSS Social Emotional Resources. These students are struggling with emotional regulation and attendance.	Teachers discuss students that need additional supports in PLCs and in our Behavior/Academic RTI meetings. We provide PBIS and social emotional lessons from Leader in Me.
Free and Reduced Lunch	We struggle supporting transient students who are multiple years below grade level in reading and mathematics. We have an increase in At-Risk students this year.	Teachers work to give resources for any students in need and we provide supper and other materials. We provide wrap around services and we work to design counselor lessons for social emotional support.
Racial/Ethnic Minorities	We are looking at the disparities in academics and working to design student-centered learning environments that allow for differentiated teaching and interventions.	We discuss equity and inclusiveness in our PLC materials review.
Students with IEPs	We are working to align resource lessons with Tier 1 instruction.	Case manager and SEIF sit in on PLCs to support students with IEPs and 504s.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 42% of our students are currently not on track to be proficient in both ELA and Math.

Critical Root Cause: Lack of consistency in regards to alignment to standards and rigor of tasks during Tier 1 instruction and lack of specific intervention during Tier 2 instruction. Also, using supplemental materials that are below grade level when students are struggling. Additionally, failing to motivate students who require more rigor and challenge for enrichment.

Problem Statement 2 (Prioritized): Based on Spring MAP 2026 data, we have 42% of our enrolled students non proficient in math and we have 39% of our enrolled students non proficient in reading.

Critical Root Cause: We believe there are many gaps in the foundations for reading and in math fluency and conceptual understanding. This is somewhat related to having many new students and also students that are not showing progress. Additionally, our teachers struggle to provide the interventions for diverse learners due to large class sizes and diverse

needs.

Inquiry Area 1: Student Success

SMART Goal 1: Based on Reading and Math data from Spring MAP 2026, we seek to increase the percent of students meeting/exceeding growth projections at the 61st percentile in Math from 58% to 70% (Spring 2027) and increase the percent of students meeting/exceeding achievement and growth projections at the 61st percentile from 61% to 70% in Reading (Spring 2027) as measured by iReady Growth Assessments.

Formative Measures: We will use iReady data from Fall and Spring; We will use the curriculum assessments to track progress on standards; We will review 3rd-5th grade SBAC and determine intervention needs

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Teachers will collaborate during PLCs to design common assessments based on DRC interim assessments and quality instructional materials. Teachers will review student performance data to make changes and impact student learning, including Lexia, Star tests, iReady Math, HMH, 95 phonics, and enVision curriculum resources.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Professional Learning on Standards of Mathematical Practice	Admin/Teacher	August - May				
2	High quality Tier 1 instruction aligned to standards	Admin/Teacher	August - May				
3	Supportive RTI for Tier 2 groups	Admin/Teacher	August - May				
4	Data review based on student work and used to take action	Admin/Teacher	August - May				
5	Long range plans and pacing guides	Admin/Teacher	August - May				
6	Professional learning on the new eNvisions math curriculum	Admin/Teacher	August - May				
7	Shared lesson plans	Admin/Teacher	August - May				
8	CTT/Read by grade 3 strategist support grade levels and small groups.	Admin/Teacher	August - May				
9	LETRS Training/Look For Tools/Clarity Guides/Pacing Guides Curriculum Hub	Admin/Teacher	August - May				
Position Responsible: Admin Resources Needed: Common preps within schedule Book about Student Engagement Data trackers and resources Look For Tools Clarity Guides Pacing Guides Curriculum Hub Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Student Success 1, 2							

Adult Learning Culture

Adult Learning Culture Areas of Strength

We have grown in our PLC work and teachers are clear on what Tier 1 instruction should look like. 89% of the time learning tasks are aligned to standards based on the Walk Throughs using the FocalPoint document. 94% of the time the standards based on grade level are being taught.

Adult Learning Culture Areas for Growth

Teachers want to supplement and sometimes lower the standards if a student is behind grade level for Math or Reading. There is sometimes resistance to the curriculum if a teacher or PLC feels it is lacking. We think planning is sometimes rushed or left to the last moment. Time is a struggle and we sometimes forget the priority standards. We also struggle to keep up with pacing and ensure we are backwards planning so that all important standards are taught. Only 33% of teachers are observed differentiating & scaffolding based on the data from the Focal Point Walk Throughs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students aren't showing progress and aren't participating/showing engagement	We are giving students scaffolds with language and providing translators as needed. We need to plan for these students in our long-range and weekly lessons
Foster/Homeless	Students need support in basic needs	We try to meet their immediate needs and provide interventions and scaffold accordingly. Again, we must know and plan for these specific students.
Free and Reduced Lunch	Students are transient or chronically absent	Counselor checks in on students and we plan accordingly for these students and their needs

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students have different experiences and cultures than our staff	We incorporate enVisions and review assignments to ensure they are racially appropriate.
Students with IEPs	Students have unique behaviors or academic needs and social concerns	We work as a team to scaffold and modify as appropriate for students to access the Tier 1 content

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers need support in planning for diverse learners and when students are not mastering priority standards.

Critical Root Cause: Focusing our professional learning on areas of reading and math that are priorities and how to best incorporate walk to learn to support and differentiate for other learns

Problem Statement 2 (Prioritized): Based on observations using the PLC look for document, we have between 66%-83% of our PLCs that are effective to highly effective because they are not always focusing on learning that will impact students.

Critical Root Cause: The 16%-33% (1-2 grade levels) are struggling with meeting organization, data analysis, clear vision and structure as well as a focus on operational concerns and student behaviors that are impeding academic learning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Based on the Focal Point observation walkthrough data that only only 66% of classrooms are engaging students in task alignment to standards utilizing the curriculum resources of HMH, 95 phonics, Amplify, and enVision with long-range planning and standards-based grading, our goal is that by the end of the 26-27 school year we will see an increase to 90% student engagement on the focal point data.

Formative Measures: We will meet with teachers every Tuesday & one additional morning as needed; We will have the long-range plan reviewed and enhanced; We will use our Teacher Editions in every PLC

Aligns with District Goal

Improvement Strategy 1 Details					Reviews																												
Improvement Strategy 1: Support teachers in planning to engage students as facilitators and encourage learning independence. Observe student engagement through discourse strategies, partner, and level of DOK questions. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Create a plan for implementation/observation</td><td>Admin/Teachers</td><td>August - May</td><td></td></tr><tr><td>2</td><td>Observation walks for all grade levels</td><td>Admin/Teachers</td><td>August - May</td><td></td></tr><tr><td>3</td><td>Presenting PL strategies from the staff (different teachers)</td><td>Admin/Teachers</td><td>August - May</td><td></td></tr><tr><td>4</td><td>Share great ideas in teaching practice</td><td>Admin/Teachers</td><td>August - May</td><td></td></tr></table> Position Responsible: Administration Resources Needed: Engaging instruction book study Time to collaborate Willingness amongst all team players. PLC Template Timeline Pacing Guide/Calendar planning Norms/Expectations Assess--Reflect-Plan-Teach System Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Create a plan for implementation/observation	Admin/Teachers	August - May		2	Observation walks for all grade levels	Admin/Teachers	August - May		3	Presenting PL strategies from the staff (different teachers)	Admin/Teachers	August - May		4	Share great ideas in teaching practice	Admin/Teachers	August - May		Status Check		EOY Reflection	
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No review	No review																																

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Based on the PLC Framework: Plan, Teach, Analyze, Assess, Respond, only 66% (4/6 grade levels) are effectively applying professional learning to impact instruction and student learning, we seek to utilize Doug Fischer and the Leadership and Professional Learning Department's PLC+ Pilot Training to increase effective PLCs to 100%.

Formative Measures: PLC Framework documents; PLC+ and PBL pilot; Administrative observation of PLC and application to classroom; Inquiry and Research Model

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Engage in PLC+ Pilot and PBL Pilot and bring back professional learning to PLCs and apply a model of problem based inquiry and application which is observed in classroom instructional improvements					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	PLC Pilot	Teachers and Admin	August-May				
2	PBL Pilot	Teachers and Admin	August-May				
3	Classroom Walkthroughs	Teachers and Admin	August-May				
4	PLC Structure Improvements using data to drive problem selection	Teachers and Admin	August-May				
Position Responsible: Admin and teachers Resources Needed: PLC agenda, PLC roles, PLC Framework, Data to analyze, relationship building Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2							

Connectedness

Connectedness Areas of Strength

We have met our goal of 3rd-5th graders learning coping skills and growth mindset with 82% stating they believe they can learn and grow with the help of their teachers and their own personal hard work. We are entering year 2 of implementing the Leader in Me program as a school and we have data showing that more than 70% of staff and students can identify the effective life habits and how they apply to their daily lives to improve their success personally and professionally.

Connectedness Areas for Growth

We are still trying to get more community involvement with our SOT and PTA. Additionally, we are introducing Leader in Me using the 7 Habits of Highly Successful Learner Lighthouse teams this year. We struggle with attendance and we are between 13-15% chronic absenteeism.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We struggle connecting with students due to language concerns and cultural connections.	ELL training and resources during professional learning from RBG3 strategist. Team will review strategies and utilize Imagine Learning to support ELL students and offer tutoring.
Foster/Homeless	We struggle with attendance and basic needs being met before we get into learning and emotional intelligence.	Counselor will collaborate with classroom teachers to support at risk families in need of resources. Working with community resources including Care Solace to provide families with what they need.

Student Group	Challenge	Solution
Free and Reduced Lunch	We have students who are in need of support and there is a great deal of transiency	Counselor and teachers will work to provide students with the wrap-around services they need.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	We struggle sometimes connecting with students of diverse groups that are different from my majority Caucasian staff.	Embed anti-biased and equitable practice into our daily planning and instruction. Students are provided with the support and emotional connection they need to be successful and feel a sense of belonging on campus.
Students with IEPs	We struggle supporting some of the behaviors and when students are multiple years behind.	Collaborate with SEIF, Counselor, Special Education teachers, general education teachers to align tasks to NVACs and ensure all students have equitable and inclusive access to materials and content. Push in and pull out supports provided to ensure the least restrictive environment.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Based on Panorama Data from Spring 2025, 14% of students do not believe they have growth mindset, perseverance, and self management, which are all related. Specifically, 20% of our Black students do not feel they can self manage their behaviors at school. Based on the Tiered Fidelity Inventory, students and staff agreed that schoolwide practices are not well aligned to Leader in Me and Positive Behavior Intervention Supports or explicitly taught.

Critical Root Cause: We have just begun Leader in Me programming and students are learning how to prioritize, set goals, and be proactive. Teachers are still learning this

curriculum and it's not taught explicitly/with fidelity yet. We know that our Black students have had higher numbers of behavior incidents and many of our Black boys in 4th grade are struggling in the Tier 3 behavior group. We believe its related to relationships and some gaps in academic knowledge.

Problem Statement 2 (Prioritized): Chronic Absenteeism has fluctuated over the last two years between 13-15% and we are struggling to maintain the goals for approximately 60-70 chronic students on campus.

Critical Root Cause: We want to develop even stronger relationships with families to support them in getting students to school. We have monthly attendance celebrations planned and we are considering some home visits.

Inquiry Area 3: Connectedness

SMART Goal 1: We seek to increase the percentage of our K-5th graders who take positive actions as leaders and members of our school community using the 7 habits of highly effective learners such as being proactive, seeking to understand, and synergizing with others. We anticipate an increase from 70% who are aware and can identify habits to 85% can identify, apply, and are using the habits in daily activities within our second year implementing the 7 habits of highly effective learners. We struggle with attendance and we are at 15% chronic absenteeism.

Formative Measures: We will be teaching the habits to our teachers; We will use PBIS aligned with the habits; We will have monthly lessons and assemblies with each of the habits; We will have student celebrations when students show characteristics of the habits; We will get feedback from students and families on the effectiveness of the habits

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Provide Multi-Tiered Systems of Support (MTSS) to help students regulate emotions and make rational choices using lessons from Leader in Me Habits.					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Give out the survey to students (add questions about character building and/or comfort with staff/at school)	Admin/ Teachers	August - May				
2	Design a team for the counselor lessons, Send strategist and counselor to OneHill training in Nov (15-19)	Admin/ Teachers	August - May				
3	Send strategist and counselor to OneHill training in Nov (15-19)	Admin/ Teachers	August - May				
4	Present at January Staff Development Day	Admin/ Teachers	August - May				
5	Give the student survey every other week (or monthly)	Admin/ Teachers	August - May				
6	Consistency in the Sanford Harmony/Character lessons (15-20 min devoted to a character trait or a weekly character trait) and C.H.A.R.T.7 Habits monthly)	Admin/ Teachers	August - May				
7	Engage in the OneHill Social Emotional Learning initiative	Admin/ Teachers	August - May				
8	Counselor lessons on self-regulation	Admin/ Teachers	August - May				
Position Responsible: Admin Resources Needed: Training of trainers Professional development for teachers and staff Implementation plan for students Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Connectedness 1							

Inquiry Area 3: Connectedness

SMART Goal 2: We seek to decrease chronic absenteeism rate from 20.1% (Federal Rules) 15.1% (NSPF/Med) in Spring 2026 to 18% (Federal Rules) 11% (NSPF/Med) by Spring 2027 as measured by Focus Ed data.

Formative Measures: Focus Ed

Aligns with District Goal

Improvement Strategy 1 Details						Reviews																												
Improvement Strategy 1: Consistent monitoring of student attendance using CCSD guidance and protocols <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Phone calls to parents/guardians</td><td>Admin, teachers, counselors, support staff</td><td>August- May</td><td></td></tr><tr><td>2</td><td>Home visits where appropriate</td><td>Admin, teachers, counselors, support staff</td><td>August- May</td><td></td></tr><tr><td>3</td><td>Educational Attendance Plan and Incentives</td><td>Admin, teachers, counselors, support staff</td><td>August- May</td><td></td></tr><tr><td>4</td><td>Wrap around support referrals and resource</td><td>Admin, teachers, counselors, support staff</td><td>August- May</td><td></td></tr></table> Position Responsible: Admin, teachers, counselors, support staff Resources Needed: Focus Ed and CCSD documents, Comfortable staff for home visits, support from families on attendance, wraparound resources Evidence Level Level 1: Strong: Focus Ed Problem Statements/Critical Root Cause: Connectedness 2						Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Phone calls to parents/guardians	Admin, teachers, counselors, support staff	August- May		2	Home visits where appropriate	Admin, teachers, counselors, support staff	August- May		3	Educational Attendance Plan and Incentives	Admin, teachers, counselors, support staff	August- May		4	Wrap around support referrals and resource	Admin, teachers, counselors, support staff	August- May		Status Check		EOY Reflection	
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Oct		Feb		June																														
No review		No review																																

Priority Problem Statements

Problem Statement 1: Based on Spring MAP 2026 data, we have 42% of our enrolled students non proficient in math and we have 39% of our enrolled students non proficient in reading.

Critical Root Cause 1: We believe there are many gaps in the foundations for reading and in math fluency and conceptual understanding. This is somewhat related to having many new students and also students that are not showing progress. Additionally, our teachers struggle to provide the interventions for diverse learners due to large class sizes and diverse needs.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers need support in planning for diverse learners and when students are not mastering priority standards.

Critical Root Cause 2: Focusing our professional learning on areas of reading and math that are priorities and how to best incorporate walk to learn to support and differentiate for other learns

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 42% of our students are currently not on track to be proficient in both ELA and Math.

Critical Root Cause 3: Lack of consistency in regards to alignment to standards and rigor of tasks during Tier 1 instruction and lack of specific intervention during Tier 2 instruction. Also, using supplemental materials that are below grade level when students are struggling. Additionally, failing to motivate students who require more rigor and challenge for enrichment.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Based on observations using the PLC look for document, we have between 66%-83% of our PLCs that are effective to highly effective because they are not always focusing on learning that will impact students.

Critical Root Cause 4: The 16%-33% (1-2 grade levels) are struggling with meeting organization, data analysis, clear vision and structure as well as a focus on operational concerns and student behaviors that are impeding academic learning.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: Based on Panorama Data from Spring 2025, 14% of students do not believe they have growth mindset, perseverance, and self management, which are all related. Specifically, 20% of our Black students do not feel they can self manage their behaviors at school. Based on the Tiered Fidelity Inventory, students and staff agreed that schoolwide practices are not well aligned to Leader in Me and Positive Behavior Intervention Supports or explicitly taught.

Critical Root Cause 5: We have just begun Leader in Me programming and students are learning how to prioritize, set goals, and be proactive. Teachers are still learning this curriculum and it's not taught explicitly/with fidelity yet. We know that our Black students have had higher numbers of behavior incidents and many of our Black boys in 4th grade are struggling in the Tier 3 behavior group. We believe its related to relationships and some gaps in academic knowledge.

Problem Statement 5 Areas: Connectedness

Problem Statement 6: Chronic Absenteeism has fluctuated over the last two years between 13-15% and we are struggling to maintain the goals for approximately 60-70 chronic students on campus.

Critical Root Cause 6: We want to develop even stronger relationships with families to support them in getting students to school. We have monthly attendance celebrations planned and we are considering some home visits.

Problem Statement 6 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- I-Ready
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- National Assessment of Educational Progress (NAEP)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other

Adult Learning Culture

- Action research results
- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data

- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Gifted and talented data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation
- Other

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$3,759,432	Supporting Tier 1, Tier 2 ,and Tier 3 instruction and social emotional supports	Goal 1, 2, 3
At-Risk Weighted Allocation	\$109,581	Supporting our Tier 3 students and class sizes	Goal 1, 2, 3
EL Weighted Allocation	\$57,558.90	Supporting students with language learners on campus. Training, tutoring, and language lessons.	Goal 1, 2, 3
General Carry Forward	\$137,551	Tutoring & Tier 2 programs like Lexia, Leader in Me trainings, My Path iReady Math. Incentives for students for Cosmo Cave, Cosmo Cash, Cosmo Store, Sensory Room, Lexia Level Ups, AR prizes, and Habits Assemblies	Goal 1, 2, 3

School Continuous Improvement (CI) Team

Team Role	Name	Position
CI Team/SOT	Tea Hampton	Parent
CI Team/SOT	Shenette Jackson	Parent
CI Team/SOT	Megan Franke	Parent
CI Team/SOT	Ashley Olson	Teacher
CI Team/SOT	Kasey O'Horo	Parent
CI Team/SOT	Kristen Sanchez	Parent
CI Team/SOT	Samantha Olson	Teacher
CI Team/SOT	Pulamahaheo Berg	Teacher
CI Team/SOT	Rebecca Hickey	Parent
CI Team/SOT	Gina Topor	Parent
CI Team Lead	Shawna Yelton	Assistant Principal
Required	Meaghan McGowan	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	May 13, 2026	Act 3/ Act 1 - School Improvement Meeting