

Clark County School District

Stewart, Helen J.

2025-2026 School Improvement Plan

Title I, CSI, MRI

Mission Statement

Helen J. Stewart School provides students with learning activities to develop daily living, vocational, communication, social, and functional academic skills. We believe the use of a comprehensive Community-Based-Instruction program is essential to the generalization of these skills.

Vision

Helen J. Stewart School embraces the vision that all students can develop the skills necessary to become participating members of their communities.

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/helen_j._stewart_school/nspf/md

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Comprehensive Needs Assessment

Revised/Approved: October 10, 2025

Student Success

Student Success Areas of Strength

Helen J. Stewart School has seen strong gains in the area of functional communication. Students are increasingly able to express their needs using a variety of modalities, including verbal language, speech-generating devices, pictorial supports, and gestures. These improvements in expressive communication have led to a reduction in behavioral challenges and increased engagement in vocational and leisure activities. Additionally, enhanced receptive communication skills have enabled students to better understand instructions and expectations, resulting in higher levels of participation and success across diverse learning environments. Students are making adequate growth in the area of functional communication.

Student Success Areas for Growth

Students at Helen J. Stewart School have demonstrated significant growth in the area of functional communication. Through the use of verbal language, speech-generating devices, pictorial supports, and gestures, many students are now able to effectively express their basic needs. This advancement in expressive communication has contributed to a notable reduction in behavioral challenges and an increase in student engagement across vocational and leisure activities. Additionally, progress in receptive communication—specifically in understanding instructions and expectations—has further supported student participation and overall success in both structured and unstructured learning environments. Of our 135 students; 53 utilize technology to communicate, 47 use PECs, 28 use gestures, and 7 are verbal.

Student Success Equity Resource Supports

needs

Student Group	Challenge	Solution
English Learners	Daily attendance Student/classroom behaviors Students' ability to engage and focus on instruction Students' limited vocabulary Systems to support formative assessments and data-informed instructional planning to improve students' functional communication need to be consistent throughout the school.	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.

Student Group	Challenge	Solution
Foster/Homeless	Our families struggle with gaining access to community resources.	Ensure students have equitable access to technology and technological services, ie., internet hotspots.
Free and Reduced Lunch	No an issue. All of our students receive free regular or specialized lunches.	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of Culturally Responsive Teaching materials available to address the needs of students with significant academic needs.	Implement Culturally Responsive Teaching techniques and practices.
Students with IEPs	Daily attendance Student/classroom behaviors Students' ability to engage and focus on instruction Students' limited vocabulary Systems to support formative assessments and data-informed instructional planning to improve students' functional communication need to be consistent throughout the school.	Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our students at Helen J. Stewart School demonstrate a significant deficit in the area of functional communication. Our students need to be able to generalize functional communication skills to get basic wants and needs met and to aid in successful participation in vocational and leisure activities. Our students need to improve functional communication skills by making progress on the Picture Exchange Communication System (PECS) and/or progress to speech-generated devices.

Critical Root Cause: There are various root causes and barriers that tend to hinder our students' consistent progress toward goal attainment. Daily attendance Student/classroom behaviors Students' ability to engage and focus on instruction Students' limited vocabulary Systems to support formative assessments and data-informed instructional planning to improve students' functional communication need to be consistent throughout the school.

Problem Statement 2: While Helen J. Stewart School is committed to providing specialized instruction in daily living, functional academics, vocational training, communication, behavioral support, and transitional skills for students with significant intellectual and secondary disabilities, there is a continued challenge in fully delivering instruction and practice of these skills in students' home and community.

Critical Root Cause: Limited opportunities for real-world application hinder the generalization of critical self-help, life, vocational, and leisure skills, which are essential for successful transition and long-term independence.

Problem Statement 3 (Prioritized): AB 335: As evidenced by Progress monitoring, NAA, and formal and informal assessments, the problem is ELs are performing below other identified student groups in Helen J. Stewart, Nevada, Clark County School district.

Critical Root Cause: AB 335: The low performance of ELs in language proficiency and content achievement is due to students' physical, cognitive, and/or intellectual disabilities.

Inquiry Area 1: Student Success

SMART Goal 1: By May 2026, 80% of students with identified functional communication needs at Helen J. Stewart School will demonstrate measurable progress on their individualized communication goals, as evidenced by advancement on the Picture Exchange Communication System (PECS) phases and/or increased independent use of speech-generated devices across at least two environments (e.g., classroom, vocational, or leisure settings).

Aligns with District Goal

Formative Measures: The percent of classroom observations that show evidence of student communication using PECs, speech generated devices, or verbalization will increase to 40% by semester 1, 2024 and 50% by semester 2, 2025 from the baseline of 24% as measured by classroom observation data.

2021-2022 Baseline:

75% PECs

24% SGD

1% Verbal

Semester 2 of 2024:

49% PECs

51% SGD and/or verbal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: (MRI #2): Improve practice on the NEPF Standard 5: Assessment integration into instruction and align assessment opportunities with learning goals and performance criteria.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Establish a specific timeline for gathering and analyzing student data. (MRI #3)	Leadership Team	Quarterly			
2	Separating PECs and speech-generated devices will allow for better data collection.	Leadership Team	Monthly			
3	Use baseline data and formative assessments to plan instruction.	Leadership Team	Monthly			
4	Provide professional development/training aligned to functional communication. (MRI#5)	Administrators	Monthly			
5	Establish a system for regular review and feedback on the use of communication protocol forms to ensure ongoing accuracy and effectiveness.	Administrators	Monthly			
6	Monitor students' progress towards functional communication goals. (MRI #5)	Leadership Team	Quarterly			
Position Responsible: Administration Resources Needed: Common preparation periods to review data by Grade-level Sections. Revised data collection forms. Scope and sequence chart that outlines the communication phases Assistive Technology devices/support Local Plan Grant Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 3: Promising: Analyze data in PLCs (3) Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Reviews																														
Improvement Strategy 2: Utilize a school-wide evaluation/rating tool scope and sequence schema. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Develop Comprehensive functional communication scope and sequence schema.</td><td>Principal</td><td>August 2025 - May 2026</td></tr><tr><td>2</td><td>Identify suitable lead staff members to provide in-the-moment coaching in the classroom.</td><td>Principal</td><td>August 2025 - May 2026</td></tr><tr><td>3</td><td>Develop a structured plan for in-the-moment coaching sessions, including frequency and focus areas.</td><td>Principal</td><td>August 2025 - May 2026</td></tr><tr><td>4</td><td>Provide training and resources for lead staff members to effectively carry out their coaching responsibilities.</td><td>Leadership Team</td><td>August 2025 - May 2026</td></tr><tr><td>5</td><td>Establish mechanisms for feedback and evaluation to ensure the effectiveness of in-the-moment coaching practices.</td><td>Leadership Team</td><td>August 2025 - May 2026</td></tr><tr><td>6</td><td>Monitor students' progress towards functional communication goals. (MRI #3)</td><td>Leadership Team</td><td>August 2025 - May 2026</td></tr></table> Position Responsible: Administration Resources Needed: Common preparation periods to analyze student data Professional development training on functional communication scope and sequence schema Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff and provide professional development (1) Problem Statements/Critical Root Cause: Student Success 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Develop Comprehensive functional communication scope and sequence schema.	Principal	August 2025 - May 2026	2	Identify suitable lead staff members to provide in-the-moment coaching in the classroom.	Principal	August 2025 - May 2026	3	Develop a structured plan for in-the-moment coaching sessions, including frequency and focus areas.	Principal	August 2025 - May 2026	4	Provide training and resources for lead staff members to effectively carry out their coaching responsibilities.	Leadership Team	August 2025 - May 2026	5	Establish mechanisms for feedback and evaluation to ensure the effectiveness of in-the-moment coaching practices.	Leadership Team	August 2025 - May 2026	6	Monitor students' progress towards functional communication goals. (MRI #3)	Leadership Team	August 2025 - May 2026	Status Check		EOY Reflection
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6	Monitor students' progress towards functional communication goals. (MRI #3)	Leadership Team	August 2025 - May 2026																															
Oct	Feb	June																																
In progress	No review																																	

Inquiry Area 1: Student Success

SMART Goal 2: Increase math proficiency among English Learners from X% in 2025 to Y% in 2026, as measured by state summative assessments.
Increase ELA proficiency among English Learners from X% in 2025 to Y% in 2026, as measured by state summative assessments.
Increase the percentage of English Learners proficient on the WIDA language assessment, from X% in 2025 to Y% in 2026.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: AB335: Implement Academic Language Acquisition through Content to support access to Tier I instruction for all English learners. AB335: Implement Tier II support for identified EL student groups, (newcomers, short-term English learners (STEL), and long-term English learners (LTEL).				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Provide multiple modalities of instruction to meet the students' unique learning styles and needs.	Leadership and Teachers	May 2026			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2						
Problem Statements/Critical Root Cause: Student Success 3						

Adult Learning Culture

Adult Learning Culture Areas of Strength

A key strength at Helen J. Stewart School is the staff’s deep commitment to professional growth and collaboration. With 90% of staff consistently participating in school- and district-provided professional development, and approximately 50% engaging in self-directed learning, there is a strong culture of continuous improvement. Staff members willingly share knowledge, strategies, and resources with one another to enhance instructional practices. This collaborative approach to adult learning directly supports the school’s mission to provide high-quality, individualized instruction for students with significant disabilities.

Adult Learning Culture Areas for Growth

Staff at Helen J. Stewart School require additional training and targeted support in designing and implementing instructional programs that fully engage students in developing independent self-help, life, vocational, and leisure skills. Strengthening staff capacity in these areas is essential to better prepare students for success in home, community, and workplace environments. A lack of focused professional development and structured guidance on designing and implementing functional, real-life learning experiences has limited staff capacity to effectively support student growth in independent self-help, life, vocational, and leisure skills. This gap in adult learning directly impacts students' readiness to apply

these skills in home, community, and workplace settings.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	We need to allocate additional time for staff training to ensure they are equipped with a range of effective instructional strategies that support the unique language and learning needs of our English Language Learner (ELL) students.	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.
Foster/Homeless	We need to allocate additional time for staff training to ensure they are equipped with a range of effective instructional strategies that support the needs of students experiencing homelessness or in foster care.	Ensure students have equitable access to technology and technological services, ie., internet hotspots.
Free and Reduced Lunch	We need to allocate additional time for staff training to ensure they are equipped with a range of effective instructional strategies that support the unique language and learning needs of our students categorized as free and reduce lunch recipients.	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.
Migrant/Title1-C Eligible	N/A	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.
Racial/Ethnic Minorities	Classroom dynamics, All school personnel are not aware of the students' communication levels, especially specialists, Students require more one-on-one support We (staff) limit the students' choices	Implement Culturally Responsive Teaching techniques and practices.

Student Group	Challenge	Solution
Students with IEPs	Due to the global deficits of the students at Helen J. Stewart, school staff struggle with finding appropriate measures of functional communication in a variety of ways: Lack of technology Developing learning how to learn behaviors Classroom dynamics Books/iPads become cumbersome Some students have an excessive amount of vocabulary on the iPad, becomes overwhelming for the student to choose words to communicate wants and needs All school personnel are not aware of the students' communication levels, especially specialists Students require more one-on-one support We (staff) limit the students' choices Some students do not know how to use the iPad for communication, only to play games. Incorporates staff development of the PLC+ model and Pyramid trainings as part of our key Professional Development initiative.	Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): The staff at Helen J. Stewart struggle with data analysis designed to drive communication goals. We are in need of a comprehensive functional communication scope and sequence schema.

Critical Root Cause: Due to the global deficits of the students at Helen J. Stewart, school staff struggle with finding appropriate measures of functional communication in a variety of ways: Lack of technology Developing learning how to learn behaviors Classroom dynamics Books/iPads become cumbersome Some students have an excessive amount of vocabulary on the iPad, becomes overwhelming for the student to choose words to communicate wants and needs All school personnel are not aware of the students' communication levels, especially specialists Students require more one-on-one support We (staff) limit the students' choices Some students do not know how to use the iPad for communication, only to play games. Incorporates staff development of the PLC+ model and Pyramid trainings as part of our key Professional Development initiative.

Problem Statement 2: Staff at Helen J. Stewart School require additional training and targeted support in designing and implementing instructional programs that fully engage students in developing independent self-help, life, vocational, and leisure skills. Strengthening staff capacity in these areas is essential to better prepare students for success in home, community, and workplace environments.

Critical Root Cause: A lack of focused professional development and structured guidance on designing and implementing functional, real-life learning experiences has limited staff capacity to effectively support student growth in independent self-help, life, vocational, and leisure skills. This gap in adult learning directly impacts students' readiness to apply these skills in home, community, and workplace settings.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By March 2026, 100% of instructional staff at Helen J. Stewart School will receive training on functional communication scope and sequence, and at least 85% will demonstrate proficiency in using student data to inform and adjust communication goals, as measured by a post-training

assessment and review of student progress documentation.

Aligns with District Goal

Formative Measures: Teachers at Helen J. Stewart will increase their understanding and skill in implementing functional communication instruction based on student needs.

Improvement Strategy 1 Details				Reviews																										
Improvement Strategy 1: Professional development and collaboration to increase students' functional communication skills. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Schedule a staff meeting to gather input on desired professional development topics and training formats.</td><td>Principal</td><td>Bi-weekly</td></tr><tr><td>2</td><td>Compile and analyze staff feedback to identify common themes and priorities for professional development.</td><td>Leadership Team</td><td>Quarterly</td></tr><tr><td>3</td><td>All staff will participate in functional communication training</td><td>Leadership Team</td><td>Monthly</td></tr><tr><td>4</td><td>Teachers will participate in monthly data analysis sessions (MRI #3)</td><td>Leadership Team</td><td>Monthly</td></tr></table> Position Responsible: Administration Resources Needed: Time allocation for common planning and IEP review Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff and provide professional development (1) Level 2: Moderate: Professional Learning Communities (PLC) (2) Level 3: Promising: Analyze data in PLCs (3) Problem Statements/Critical Root Cause: Adult Learning Culture 1							Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Schedule a staff meeting to gather input on desired professional development topics and training formats.	Principal	Bi-weekly	2	Compile and analyze staff feedback to identify common themes and priorities for professional development.	Leadership Team	Quarterly	3	All staff will participate in functional communication training	Leadership Team	Monthly	4	Teachers will participate in monthly data analysis sessions (MRI #3)	Leadership Team	Monthly	Status Check		EOY Reflection	
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4	Teachers will participate in monthly data analysis sessions (MRI #3)	Leadership Team	Monthly																											
Oct	Feb	June																												
In progress	No review																													

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Utilize common functional communication scope and sequence schema. Students will have communication books/devices with them at all times.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Schedule time for staff to familiarize themselves with the communication protocol.	Leadership Team	August/September 2025			
2	Analyze the data collected to determine the impact of the communication protocol on student performance. (MRI #3)	Leadership Team	Quarterly			
3	Based on the analysis, make adjustments to the protocol as needed and communicate any updates to staff.	Leadership Team	Quarterly			
4	Teachers will participate in monthly data analysis sessions (MRI #3)	Licensed Staff	Monthly			
5	Administrators and Learning Strategist will consistently monitor IEP goals/objectives monitored by the learning strategist and SEIF.	Leadership Team	Monthly			
Position Responsible: Administration Resources Needed: Time allocation for common planning and IEP review. Funding for the Local Plan for the Pyramid Training. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1) Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Connectedness

Connectedness Areas of Strength

Helen J. Stewart School demonstrates a growing strength in fostering family and community engagement. Active involvement through the School Organizational Team, Family Support Group meetings, Title I activities, and monthly student celebrations has helped build meaningful connections with families. Additionally, strong partnerships with key financial community supporters have provided vital resources that enhance student success beyond what district funding alone can offer. These efforts contribute to a more inclusive, supportive, and well-resourced learning environment for all students.

Connectedness Areas for Growth

While the school is not a traditional neighborhood campus--drawing students from across the entire Las Vegas Valley--staff have worked intentionally to overcome the challenges this presents. Because many families must travel long distances, consistent on-site participation can be difficult. Because Helen J. Stewart is not a zoned neighborhood school and serves students from across the Las Vegas Valley, families face geographic and transportation barriers that limit their ability to consistently engage in on-campus activities. This challenge has created a need for more accessible, flexible, and creative approaches to family and community engagement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/ augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Implement Culturally Responsive Teaching techniques and practices.
Foster/Homeless	Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/ augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc	Ensure students have equitable access to technology and technological services, ie., internet hotspots.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/ augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc	Provide differentiated instruction at the students' instructional level using multiple modalities to aid comprehension. Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/ augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc	Implement Culturally Responsive Teaching techniques and practices.
Students with IEPs	Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/ augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc	Ensure IEP goals/objectives are properly sequenced to aid skill attainment. Individualize instruction. Conduct frequent progress monitoring to guide instruction.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Due to lack of functional communication by students, our parents often are not able to access the community appropriately with their children due to maladaptive behaviors by students not being able to express themselves and their wants/needs/desires.

Critical Root Cause: Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc

Problem Statement 2: While the school is not a traditional neighborhood campus--drawing students from across the entire Las Vegas Valley--staff have worked intentionally to overcome the challenges this presents. Because many families must travel long distances, consistent on-site participation can be difficult. Despite this, the school continues to prioritize flexible and meaningful ways to connect with families.

Critical Root Cause: Because Helen J. Stewart is not a zoned neighborhood school and serves students from across the Las Vegas Valley, families face geographic and transportation barriers that limit their ability to consistently engage in on-campus activities. This structural challenge has created a need for more accessible, flexible, and creative approaches to family and community engagement.

Inquiry Area 3: Connectedness

SMART Goal 1: Provide parent training to aid functional communication across all settings.

The percent of students who have a family member attend at least one functional communication training will be 40% by semester 1, 2023 and 60% by semester 2, 2025 as measured by parent training sign-in sheets.

Aligns with District Goal

Formative Measures: Home communication will become a reflection of school communication.

Increase family engagement from 16% to a consistent 40%.

Improvement Strategy 1 Details				Reviews																										
Improvement Strategy 1: Provide functional communication training to families/group homes so functional communication can be used with fidelity in all environments. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Establish a regular communication channel for families to provide suggestions and feedback.</td><td>Administrators and Leadership Team</td><td>Monthly</td></tr><tr><td>2</td><td>Develop a survey to solicit parent input to help determine the most effective training opportunities.</td><td>Administrator</td><td>Semi-annual</td></tr><tr><td>3</td><td>Create opportunities for families to share their input during parent-teacher meetings, workshops, or through online platforms.</td><td>Leadership Team</td><td>Monthly</td></tr><tr><td>4</td><td>Review and analyze suggestions provided by families to identify common themes and areas for improvement.</td><td>S.O.T.</td><td>Quarterly</td></tr><tr><td>5</td><td>Develop and implement strategies to incorporate family suggestions into support plans for students at home and in the community.</td><td>Leadership Team</td><td>Monthly</td></tr></table> Position Responsible: Administration Resources Needed: Parent workshops and trainings on functional communication Family resources designed to support the familial needs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Parent and family communication (1) Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Establish a regular communication channel for families to provide suggestions and feedback.	Administrators and Leadership Team	Monthly	2	Develop a survey to solicit parent input to help determine the most effective training opportunities.	Administrator	Semi-annual	3	Create opportunities for families to share their input during parent-teacher meetings, workshops, or through online platforms.	Leadership Team	Monthly	4	Review and analyze suggestions provided by families to identify common themes and areas for improvement.	S.O.T.	Quarterly	5	Develop and implement strategies to incorporate family suggestions into support plans for students at home and in the community.	Leadership Team	Monthly	Status Check		EOY Reflection
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																							
				1	Establish a regular communication channel for families to provide suggestions and feedback.	Administrators and Leadership Team	Monthly																							
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5	Develop and implement strategies to incorporate family suggestions into support plans for students at home and in the community.	Leadership Team	Monthly																											
Oct	Feb	June																												
In progress	No review																													

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Make parents and community aware of events and training opportunities at Helen J. Stewart School.				Status Check		EOY Reflection
				Oct	Feb	June
				In progress	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Increase communicative platforms; use social media to inform families of engagement opportunities	Leadership Team	Monthly			
2	Maintain and monitor a calendar of events.	Office Staff	Monthly			
3	Send out Parentlinks regularly to inform parents about upcoming events and training opportunities.	Administrators	Monthly			
4	Ensure our website is regularly updated with accurate information about events and training opportunities.	Office Staff	Monthly			
Position Responsible: Administration						
Resources Needed: Staff member(s) to manage social media platforms						
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2						
Evidence Level Level 1: Strong: Parent and family communication (1)						
Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: Due to lack of functional communication by students, our parents often are not able to access the community appropriately with their children due to maladaptive behaviors by students not being able to express themselves and their wants/needs/desires.

Critical Root Cause 1: Due to the global deficits of the students at Helen J. Stewart, staff, parents, and the community struggle to ensure the students are actively participating in the community around them. Some root causes are: Students and families use adaptive functional communication vs. those implemented and used by the school Homelessness Inconsistency between home and school Lack of understanding of how PECS/augmentative device works to communicate at home Outside influences; such as medication, nutrition, living conditions, etc

Problem Statement 1 Areas: Connectedness

Problem Statement 2: The staff at Helen J. Stewart struggle with data analysis designed to drive communication goals. We are in need of a comprehensive functional communication scope and sequence schema.

Critical Root Cause 2: Due to the global deficits of the students at Helen J. Stewart, school staff struggle with finding appropriate measures of functional communication in a variety of ways: Lack of technology Developing learning how to learn behaviors Classroom dynamics Books/iPads become cumbersome Some students have an excessive amount of vocabulary on the iPad, becomes overwhelming for the student to choose words to communicate wants and needs All school personnel are not aware of the students' communication levels, especially specialists Students require more one-on-one support We (staff) limit the students' choices Some students do not know how to use the iPad for communication, only to play games. Incorporates staff development of the PLC+ model and Pyramid trainings as part of our key Professional Development initiative.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our students at Helen J. Stewart School demonstrate a significant deficit in the area of functional communication. Our students need to be able to generalize functional communication skills to get basic wants and needs met and to aid in successful participation in vocational and leisure activities. Our students need to improve functional communication skills by making progress on the Picture Exchange Communication System (PECS) and/or progress to speech-generated devices.

Critical Root Cause 3: There are various root causes and barriers that tend to hinder our students' consistent progress toward goal attainment. Daily attendance Student/classroom behaviors Students' ability to engage and focus on instruction Students' limited vocabulary Systems to support formative assessments and data-informed instructional planning to improve students' functional communication need to be consistent throughout the school.

Problem Statement 3 Areas: Student Success

Problem Statement 4: AB 335: As evidenced by Progress monitoring, NAA, and formal and informal assessments, the problem is ELs are performing below other identified student groups in Helen J. Stewart, Nevada, Clark County School district.

Critical Root Cause 4: AB 335: The low performance of ELs in language proficiency and content achievement is due to students' physical, cognitive, and/or intellectual disabilities.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Nevada Alternate Assessment (NAA)
- Other
 - Functional Communication
 - Progress on IEP goals/objectives
 - Teacher/staff observations
 - Parent/guardian input
 - Lesson Plans
 - Observations and documentation of direct instruction

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Walk-through data
- Other
 - Clinical cycles

Connectedness

- Attendance
- Home Visits
- Other
 - Frequent assessments of each student's functional communication levels/domains
 - Ongoing training with our consultant partner Pyramid

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We review our student performance data quarterly to measure growth and areas of need for each student. Please see the Comprehensive Needs Assessment detailed in this school performance plan.

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

We review our data with our School Organizational Team monthly, and they have the opportunity to provide input to our School Improvement Plan. Please see the Community Outreach table included in this plan for additional information.

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 Improvement Plan 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. District wide Multi-tiered Systems of Support (MTSS) are implemented in every Clark County School District school.

2.5: Increased learning time and well-rounded education

We utilize our Title I funding for data analysis to guide instruction for our teachers and instructional staff.

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

We host monthly parent support group meetings.

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$49,000.00	For instructional materials	To Pormote student growth.
At-Risk Weighted Allocation	\$ 0.00		
EL Weighted Allocation	\$0.00		
General Carry Forward	\$0.00		
At-Risk Weighted Carry Forward	\$0.00		
EL Weighted Carry Forward	\$0.00		
Title IA	\$35,868.00	Instructional books, prep. buy-outs, extended day pay	Collaborative planning to support student progress and development.